B.A.,
HISTORY

SYLLABUS

FROM THE ACADEMIC YEAR
2024 - 2025

TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI - 600 005

MSU

B.A.,

HISTORY SYLLABUS

S.No.	Courses	Titles
1	Core Course 1	History of Ancient India upto 1206 CE
2	Core Course 2	History of Tamil Nadu upto 1311 CE
3	Generic Elective Course 1	Introduction to Archaeology/Social Psychology
4	Skill Enhancement Course – SEC 1	Introduction to History
5	Foundation Course	Introduction to Tourism
6	Core Course 3	History of Medieval India - 1206 - 1707 CE
7	Core Course 4	History of Tamil Nadu - 1311 – 1800 CE
8	Generic Elective Course – 2	Western Political Thought/ Social Anthropology
9	Skill Enhancement Course SEC 2	Indian Constitution
10	Skill Enhancement Course SEC 3	Basic Journalism
11	Naan Mudhalvan - 1	Introduction to Human Rights
12	Core Course 5	History of India - 1707 - 1857 CE
13	Core Course 6	History of Tamil Nadu since 1801 CE
14	Generic Elective Course – 3	Indian Political Thought/ Sociology of Entrepreneurship
15	Skill Enhancement Course SEC 4 (Entrepreneurial Skill)	Entrepreneurship Development
16	Naan Mudhalvan - 2	Introduction to Politics
17	Core Course 7	Freedom Struggle in India
18	Core Course 8	History of Modern Europe - 1789 - 1919 CE
19	Generic Elective Course – 4	Modern Governments/ Social Gerontology
20	Skill Enhancement Course SEC 5	Computer Training
21	Naan Mudhalvan - 3	Introduction to Panchayat Raj
22	Core Course 9	History of the World 1919 -2020 CE
23	Core Course 10	Selected Themes in History of U.S.A
24	Core Course 11	Regional History (History of Chennai)
25	Core Course 12	Project (with viva voce)
26	Discipline Specific Elective 1 / 2	Elements of Human Rights/ Women Studies
27	Discipline Specific Elective 3 / 4	History of Dravidian Movement / History of Revolutions
28	Naan Mudhalvan - 4	Introduction to Indian Culture and Heritage
29	Core Course 13	Contemporary History of India
30	Core Course 14	India and Her Neighbours
31	Core Course 15	History of Science and Technology in India
32	Discipline Specific Elective – 5 / 6	International Relations since 1919 / History of Latin America
33	Discipline Specific Elective – 7 / 8	History of China and Japan / History of Pondicherry
34	Naan Mudhalvan - 5	Introduction to Epigraphy

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HISTORY

CHOICE BASED CREDIT SYSTEM AND LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK BASED B.A. ECONOMICS SYLLABUS	
Programme:	**U.G.**
Programme Code:	
Duration:	**3 Years(UG)**
Programme Outcomes:	**PO1: Knowledge of Economics:** Ability to understand Economic Theories and functioning of Economic Models. To develop an adequate competency in the Economic Theory and Methods. **PO2: Analytical Reasoning and Critical Thinking:** Critically Analyze and assess the way in which economists examine the real world to understand the current events and evaluate specific proposals. **PO3: Logical Reasoning and Quantitative Ability:** Ability to understand how to collect and analyse data and use empirical evidence to evaluate the validity of hypothesis, using Quantitative Methodology and conduct data analysis to interpret results. **PO4: Communication and Research Skills:** Communication and Research related skills. Developing a sense of capability for relevant/appropriate inquiry and asking questions, synthesising and articulating and reporting results and to efficiently communicate thoughts and ideas in a clear and concise manner. **PO5: Gender, Environment and Sustainability:** Comprehend the Environmental issues and Sustainable Development and strive to achieving economic and social equity for women and be Gender Sensitive. **PO6: Employability and Leadership Skills:** Become empowered individuals to be employed in various positions in industry, academia and research and have the potential to become Entrepreneurs and take leadership roles in their chosen occupations and communities. **PO7**: **Social Interaction**: Acquire the ability to engage in relevant conversations and have the ability to understand the views of society that would help initiate policy making. **PO8:** Digital Literacy and Lifelong Learning: Capability to use ICT tools in a variety of learning situation and use appropriate software for analysis of data - Ability to acquire Knowledge situations and skills for life through self directed learning and adapt to different learning environments.

Programme Specific Outcomes:	**PSO1**: To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making. **PSO 2**: To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment. **PSO 3**: To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing. **PSO 4**: Evaluate various social and economic problems in the society and develop answer to the problems as global citizens. **PSO 5:** Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
PSO 1	Y	Y	Y	Y	Y	Y	Y	Y
PSO 2	Y	Y	Y	Y	Y	Y	Y	Y
PSO3	Y	Y	Y	Y	Y	Y	Y	Y
PSO 4	Y	Y	Y	Y	Y	Y	Y	Y
PSO 5	Y	Y	Y	Y	Y	Y	Y	Y

3 – Strong, 2- Medium, 1- Low

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.

- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

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Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	**Foundation Course** To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	➢ Instill confidence among students ➢ Create interest for the subject
I, II, III, IV	**Skill Enhancement papers** (Discipline centric / Generic / Entrepreneurial)	➢ Industry ready graduates ➢ Skilled human resource ➢ Students are equipped with essential skills to make them employable
		➢ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.
		➢ Discipline centric skill will improve the Technical knowhow of solving real life problems.

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III, IV, V & VI	Elective papers	➢ Strengthening the domain knowledge ➢ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature ➢ Emerging topics in hands-on-training.

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IV	Elective Papers	➢ Exposure to industry moulds students into solution providers ➢ Generates Industry ready graduates ➢ Employment opportunities enhanced
V Semester	Elective papers	➢ Self-learning is ➢ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective papers	➢ Enriches the study beyond the course. ➢ Developing a research framework and presenting their independent and intellectual ideas effectively.
Extra Credits: **For Advanced Learners / Honors degree**		➢ To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	

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Credit Distribution for UG Programme

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language - Tamil	3	2.1. Language - Tamil	3	3.1. Language - Tamil	3	4.1. Language - Tamil	3	5.1 Core Course – \CC IX	4	6.1 Core Course – CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course – CC X	4	6.2 Core Course – CC XIV	4
1.3 Core Course – CC I	4	2.3 Core Course – CC III	4	3.3 Core Course – CC V	4	4.3 Core Course – CC VII Core Industry Module	4	5. 3.Core Course CC -XI	4	6.3 Core Course – CC XV	4
1.4 Core Course – CC II	4	2.4 Core Course – CC IV	4	3.4 Core Course – CC VI	4	4.4 Core Course – CC VIII	4	5. 3.Core Course –/ Project with viva- voce CC -XII	4	6.4 Elective -VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.4 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1 (NME)	2	2.6 Skill Enhancement Course SEC-2 (NME)	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	4.6 Skill Enhancement Course SEC-6	2	5.5 Elective VI Generic/ Discipline Specific	3	6.6 Extension Activity	1
1.7Ability Enhancement Compulsory Course (AECC) Soft Skill-1	2	2.7 Skill Enhancement Course –SEC-3(NME)	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.6 Value Education	2	6.7 Professional Competency Skill	2
1.8 Skill Enhancement - (Foundation Course)	2	2.8 Ability Enhancement Compulsory Course (AECC) Soft Skill-2	2	3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3	2	4.7 7Ability Enhancement Compulsory Course (AECC) Soft Skill-4	2	5.5 Summer Internship /Industrial Training	2		
				3.8 E.V.S	-	4.8 E.V.S	2				
	23		**23**		**22**		**25**		**26**		**21**
	Total Credit Points										**140**

CREDIT DISTRIBUTION FOR U.G.

3 – Year UG Programme Credits Distribution			
		No. of Papers	**Credits**
Part I	Tamil(3 Credits)	4	12
Part II	English(3 Credits)	4	12
Part III	Core Courses (4 Credits)	15	60
	Elective Courses :Generic / Discipline Specific (3 Credits)	8	24
		Total	**108**
Part IV	Skill Enhancement Courses (5 courses) Foundation Courses Entrepreneurial Skill -1 Naan Mudhalvan	5 1 1 5	8 1 1 10
	EVS (2 Credits)	1	2
	Value Education (2 Credits)	1	2
		Part IV Credits	**24**
Part V	Extension Activity (NSS / NCC / Physical Education)		1
		Total Credits for the UG Programme	**140**

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Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	21	18	91
Part IV	4	4	5	5	4	2	24
Part V	-	-	-	-	-	1	1
Total	23	23	24	24	25	21	**140**

***Part I. II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree**

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview	
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain	
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate	
	between various ideas, Map knowledge	
Evaluate (K5)	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

SEMESTER – I								
PART	**COURSE TYPE**	**COURSES**	**Sub. code**	**HOURS**	**CREDITS**	**EXAM DURATION**	**MAX. MARKS**	
							CIA	**EXT**
Part I	Language - Tamil	Tamil		6	3			
Part II	English	English	F2EN11	6	3			
	Core Course 1	History of Ancient India up to 1206 CE	FCHI11	5	5	3	25	75
	Core Course 2	History of Tamil Nadu up to1311 CE	FCHI12	5	5	3	25	75
	Generic Elective Course 1	Introduction to Archaeology/	FEHI11	4	3	3	25	75
		Social Psychology	FESO11					
Part IV	Skill Enhancement Course – SEC 1	Introduction to History	FFHI11	2	2	3	25	75
	Foundation Course	Introduction to Tourism	FSHI11	2	2	3	25	75
	Total			**30**	**23**			

SEMESTER – II								
PART	**COURSE TYPE**	**COURSES**	**Sub.code**	**HOURS**	**CREDITS**	**EXAM DURATION**	**MAX. MARKS**	
							CIA	**EXT**
Part I	Language – Tamil	Tamil		6	3			
Part II	Language	English*	F2EN21	4	3			
Part III	Core Course 3	History of Medieval India - 1206 - 1707 CE	FCHI21	5	5	3	25	75
	Core Course 4	History of Tamil Nadu - 1311 – 1800 CE	FCHI22	5	5	3	25	75
	Generic Elective Course – 2	Western Political Thought /	FEHI21	4	3	3	25	75
		Social Anthropology	FESO21					
Part IV	Skill Enhancement Course SEC 2	Indian Constitution	FSHI21	2	1	3	25	75
	Skill Enhancement Course SEC 3	Basic Journalism	FSHI22	2	1	3	25	75
	Naan Mudhalvan - 1	Introduction to Human Rights		**2**	2			
	Total			**30**	**23**			

	SEMESTER – III							
	PART	**COURSE TYPE**	**COURSES**	**HOURS**	**CREDITS**	**EXAMDURATION**	**MAX. MARKS**	
							CIA	**EXT**
	Part I	Language – Tamil	Tamil	6	3			
	Part II	Language	English	6	3			
	Part III	Core Course 5	History of India - 1707 - 1857 CE	4	5	3	25	75
		Core Course 6	History of Tamil Nadu since 1801 CE	5	5	3	25	75
		Generic Elective Course – 3	Indian Political Thought / Sociology of Entrepreneurship	3	3	3	25	75
	Part IV	Skill Enhancement Course SEC 4 (Entrepreneurial Skill)	Entrepreneurship Development	2	1	3	25	75
		Naan Mudhalvan - 2	Introduction to Polity	2	2	3	25	75
		EVS	EVS	2	2			
		Total		**30**	**24**			
	SEMESTER – IV							
	PART	**COURSE TYPE**	**COURSES**	**HOURS**	**CREDITS**	**EXAMDURATION**	**MAX. MARKS**	
							CIA	**EXT**
	Part I	Language – Tamil	Tamil	6	3			
	Part II	Language	English	6	3			
	Part III	Core Course 7	Freedom Struggle in India	4	5	3	25	75
		Core Course 8	History of Modern Europe - 1789 - 1919 CE	5	5	3	25	75
		Generic Elective Course – 4	Modern Governments / Social Gerontology	3	3	3	25	75
	Part IV	Skill Enhancement Course SEC 5	Computer Training	2	1	3	25	75
		Naan Mudhalvan - 3	Introduction to Panjayat Raj	2	2	3	25	75
		VE	Value Education	2	2			
		Total		**30**	**24**			

	SEMESTER – V							
	PART	**COURSE TYPE**	**COURSES**	**HOURS**	**CREDITS**	**EXAM DURATION**	**MAX. MARKS**	
							CIA	**EXT**
	Part III	Core Course 9	History of the World 1919 -2020 CE	5	4	3	25	75
		Core Course 10	Selected Themes in History of U.S.A	5	4	3	25	75
		Core Course 11	Regional History (History of Chennai)	5	4	3	25	75
		Core Course 12	Project (with viva voce)	5	3			
		Discipline Specific Elective 1 / 2	Elements of Human Rights/ Women Studies	4	3	3	25	75
		Discipline Specific Elective 3 / 4	History of Dravidian Movement / History of Revolutions	4	3	3	25	75
	Part IV	Naan Mudhalvan - 4	Introduction to Indian Culture and Heritage	2	2			
			Summer Internship/Ind. Training / Field visit	-	2			
		Total		**30**	**25**			

	SEMESTER – VI							
	PART	**COURSE TYPE**	**COURSES**	**HOURS**	**CREDITS**	**EXAM DURATION**	**MAX. MARKS**	
							CIA	**EXT**
	Part III	Core Course 13	Contemporary History of India	6	4	3	25	75
		Core Course 14	India and Her Neighbours	6	4	3	25	75
		Core Course 15	History of Science and Technology in India	6	4	3	25	75
		Discipline Specific Elective – 5 / 6	International Relations since 1919 /History of Latin America	5	3	3	25	75
		Discipline Specific Elective –7 / 8	History of China and Japan/ History of Pondicherry	5	3	3	25	75
	PartIV	Naan Mudhalvan - 5	Introduction to Epigraphy	2	2	3	25	75
	PartV	Extension Activities		-	1			
		Total		**30**	**21**			
		GRAND TOTAL		**180**	**140**			

Paper CC1

Course Title	**HISTORY OF ANCIENT INDIA UP TO 1206 CE**					
Course Type	Core Course	**Course Code**	CC 1			
Year	I	**Semester**	I			
Credits	5	**Hours**	**L**	**T**	**P**	**Total**
			4	1	0	**5**

Learning Objectives	
S. No.	***The learning objectives are to impart:***
1	Understanding of the characteristics of pre and proto historic cultures in India.
2	The impact of Vedic culture on society, religion and culture.
3	Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.
4	Achievements of the Guptas and their contribution to literature, art and architecture.
5	Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.

UNIT I

Geographical Features – Sources –Archaeology – Literary - Pre-History - Harappan Civilization – Early Vedic Civilization– Later Vedic Civilization.

UNIT II

Buddhism and Jainism – Greek and Persian Invasions on India– Alexander's Invasion - Rise of Mahajanapadas - Magadhans – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.

UNIT III

Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta – Kumara Gupta - Administration – Socio - Economic Developments.

UNIT IV

Vardhanas - Harshavardhana – Administration – Socio - Economic Contributions – Chalukyas – Rashtrakutas - Art and Architecture - Contributions.

UNIT V

Rajputs – Origin - Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain

LEARNING RESOURCES

Recommended Books

G. Venkatesan, *Cultural History of India*, VarthamananPathipagam, 2018 (inTamil)

K.L. Khurana, *History of India: Earliest times to 1526 A.D.,* Lakshmi Narain Agarwal, Agra,

L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008

R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974

R.S. Sharma, India's Ancient Past, Oxford University Press, New Delhi, 2017

RanabirChakravarti, *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi, 2016

Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002

Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008

References

A.L. Basham, *The Wonder that was India*, London, Macmillan, 2004

B.N. Luniya, *Evolution of Indian Culture*, Agra, Lakshmi Narain Publication, 2005

K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967

K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021

K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979

R. Sathianathaier, *Political and Cultural History of India,* Vol. I, Viswanathan & Co., Chennai, 1980.

Web Resources

https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Outline the characteristic features of pre and proto historic cultures in India.	K1
CO 2	Discuss the impact of the Vedic culture on Indian society and religion.	K2
CO 3	Examine Ashoka's policy of Dhamma.	K3
CO 4	Justify Gupta Age as a classical age.	K5
CO 5	Describe the nature of Post-gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong(3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Paper CC2

Course Title	**HISTORY OF TAMIL NADU UP TO 1311 CE**					
Course Type	Core Course	**Course Code**	CC 2			
Year	I	**Semester**	I			
Credits	5	**Hours**	**L**	**T**	**P**	**Total**
			4	1	0	**5**

Learning Objectives	
S. No.	***The learning objectives are to impart:***
1	Knowledge of geography and sources of Tamil Nadu.
2	Understanding of polity, society and economy of the Sangam period.
3	The contribution of Pallavas in the field of art and architecture.
4	Appreciation of the achievements and contribution of the Imperial Cholas.
5	Factors for the decline of the Pandyas.

UNIT I

Geography – Sources – Archaeology - Literary – Pre-History – Ancient Tamil Civilization

UNIT II

Sangam Age – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Literature – Kalabhara Interregnum – Implications

UNIT III

The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Literature and Education – Art and Architecture – Early Bakthi Movement - The First Pandyan Empire – Administration – Art and Architecture

UNIT IV

Later Cholas - Raja Raja Chola I - Rajendra Chola I – Overseas Expansion – Kulothunga – Administrative System – Social and Economic life – Maritime Trade & Commerce – Literature –Art and Architecture.

UNIT V

The Second Pandyan Empire – Polity – Society - Economy – Malik Kafur's Invasion

LEARNING RESOURCES

Recommended Books

A. Ramasamy, *A History of Ancient Tamil Civilization,* New Century Book House, Chennai

B. Eraiyarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization),* International Institute of Tamil Studies, Chennai, 2017

K.A. NilakantaSastri, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar,* Oxford University Press, Chennai, 1997

N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977

NoboruKarashima, ed., *A Concise History of South India: Issues and Interpretations,* Oxford University Press, New Delhi, 2014

V.T. Chellam, *New Light on the Early History of Tamil Nadu,* Vijay Publications, Trichy, 1981

V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), ManivasagarPathipakam, 2016

References

AvvaiDuraisamy Pillai, History of the Chera King, Saran Books, Chennai, 2020

C. Minakshi, *Administration and Social Life Under the Pallavas,* University of Madras, Madras, 1938

K.A. NilakantaSastri, *The Colas*, University of Madras, Madras, 1984

K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967

K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021

K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu,* K.K. Pillay, Madras, 1979

Ma. Rajamanickanar, *History of Cholas,* Saran Books, Chennai

Ma. Rajamanickanar, *History of Pallavas,* Saran Books, Chennai

N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966

P.T. Srinivasa Iyengar, *History of the Tamils: From the Earliest Times to 600 A.D.,* Asian Educational Services, New Delhi, 2001

V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago,* Asian Educational Service, New Delhi, 1982

Y. Subbarayalu, *South India under the Cholas,*Oxford University Press, New Delhi, 2012

Web Resources

https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/

http://www.historydiscussion.net

http://globalsecurities.org/military/world/india/history-chola.htm

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the various sources for the study of history of Tamil Nadu.	K1
CO 2	Examine the various aspects of Sangam Age.	K4
CO 3	Explain the rise of Pallavas and their cultural contribution.	K2
CO 4	Estimate the supremacy of the Chola power.	K5
CO 5	Outline the achievements of the Second Pandyan Empire.	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	3	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	3	2	3	2	2	3
Total	15	15	12	10	15	13	10	15
Average	3	3	2.4	2	3	2.6	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	2
Total	15	15	14	15	13
Average	3	3	2.8	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Paper 3 GEC I

Course Title	**INTRODUCTION TO ARCHAEOLOGY**					
Course Type	Generic Elective	**Course Code**	GEC1			
Year	I	**Semester**	I			
Credits	3	**Hours**	**L**	**T**	**P**	**Total**
			3	**1**	**0**	**4**

Learning Objectives	
S. No.	***The course objectives are to impart:***
1	Meaning of archaeology, kinds of archaeology and its relations with allied disciplines.
2	Archaeological developments in the world and India.
3	Knowledge of early archaeologists and the status of archaeological studies.
4	Understanding of the methods and techniques of archaeology.
5	Interpretation of excavated materials

UNIT I

Meaning and Definition – Nature and Scope - Archaeology as a Source of Cultural Studies- Kinds of Archaeology - Marine Archaeology - Aerial Archaeology - New Archaeology - Relations with allied disciplines

UNIT II

Archaeology from Antiquarianism - Process of Archaeology in the West - Growth of Archaeology in India- Archaeological Survey of India.

UNIT III

Archaeological Studies – Educational Institutions - Early Archaeologists in India –Robert Bruce Foote – Alexander Rae – Alexander Cunningham - Sir John Marshall - Sir Mortimer Wheeler - Jean Mariacastle - H.D.Sankalia.

UNIT IV

Exploration and Excavation – Methods of Excavation – Vertical – Horizontal - Quadrant Method - Underwater Archaeology - Stratigraphy - Recording Methods – Photography - Plan and Section Drawing - Three Dimensional Measurements - Dating Methods - Absolute Dating Methods - Radio

Carbon – Thermo luminescence – Dendrochronology – Relative Dating - Flouring Method – Nitrogen Method

UNIT V

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis - Pottery and Antiquities - Description and Analysis - Scientific Analysis of Organic Materials - Archaeological excavations in Tamil Nadu – Arikamedu – Adichanallur – Korkai – Keezhadi – Mayiladumparai – Sivagalai – other sites

LEARNING RESOURCES

Recommended Books

K. Rajan**,** *Archaeology: Principles and Methods***,** ManooPathippakam, Thanjavur, 2002

K. Rajan, *Understanding Archaeology: Field Methods, Theories and Practices,*ManooPathippakam, Thanjavur, 2016

K.V. Raman, *Principles and Methods of Archaeology,* Parthajan Publications, Madras, 1986

References

B.D. Dillon, ed., *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Institute of Archaeology, University of California, Los Angeles, 1989

Stuart Fleming, *Dating in Archaeology: A Guide to Scientific Techniques*, J.M. Dent, London 1978

Robert F. Heizer, (ed.), *The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation*, Harper & Row, New York, 1969

C. Renfrew & Paul Bahn, *Archaeology: Theories, Methods and Practice*, Thames &Hudson, London, 2012

Surendranath Roy, *The Story of Indian Archaeology 1784-1947,* Archaeological Survey of India, New Delhi, 2011

Web Resources

http://www.arch.cam.uk

http://archaeological.org

http://www.tnarch.gov.in

https://radiocarbon.com

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Define archaeology and explain different kinds of archaeology.	K1, K2
CO 2	Trace the archaeological developments from its beginnings.	K1
CO 3	Describe the contribution of early archaeologists in India	K1
CO 4	Explain the methods and techniques of archaeology.	K2
CO 5	Classify the artefacts and describe the various types of analysis.	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	13	14	12	15
Average	3	3	3	3	2.6	2.8	2.4	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong(3) M-Medium (2) L-Low (1)

Paper 4 SEC – FC

Course Title	**INTRODUCTION TO HISTORY**					
Course Type	SEC – Foundation Course	**Course Code**	SEC-FC			
Year	I	**Semester**	I			
Credits	2	**Hours**	**L**	**T**	**P**	**Total**
			2	0	0	**2**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Introduction to the meaning and nature of history.
2	Knowledge of different kinds of history and its relationship with other disciplines.
3	Use of facts in writing history.
4	Introduction of the concepts in history.
5	Knowledge of various sources for the study of history and usage of bibliography and footnotes.

UNIT I

History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History

UNIT II

Kinds of History – History and Allied Disciplines – Debates on history - Science or an Art

UNIT III

Herodotus – Livy – St. Augustine – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

UNIT IV

R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha – K.A. NilakantaSastri – K.K. Pillai-N. Subramaniam – K. Rajayyan

UNIT V

Repositories of Sources - Archaeology – Epigraphy – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments

Field Visit – Nearest archaeological/historical site, museum, archives and libraries

Field Report

LEARNING RESOURCES

Recommended Books

E. Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000,* Orient Longman, New Delhi, 2004

E.H.Carr, *What is History?*, Penguin Books Ltd., New Delhi, 2018.

G. Venkatesan, A Study of Historiography (History of Historical Knowledge),V.C.Publications,2018

K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982

S.Manikam, *On History & Historiography*, Padumam Publishers, Madurai

SheikAli, *History: Its Theory and Method*, Laxmi Publications, 2019

References

John C.B. Webster, *Studying History*, Primus Books, Delhi, 2019

MarcBloch, *The Historian's Craft*, Aakar Books, Delhi, 2017

R.G.Collingwood, *The Idea of History*, OUP, Delhi, 1994

Romila Thapar, *History and Beyond*, Taylor and Francis, Oxford University of Press,

Web Resources

https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html

http://d-nb.info

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the meaning and definition of history.	K1
CO 2	Explain the relationship between history and allied disciplines.	K2
CO 3	Illustrate the use of facts in writing history.	K3
CO 4	Examine the concept of causation in history.	K4
CO 5	Develop an essay based on sources using foot notes and bibliography.	K6

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	14	12	15
Average	3	3	3	3	2.8	2.8	2.4	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper 5 SEC 1

Course Title	**INTRODUCTION TO TOURISM**						
Course Type	Skill Enhancement Course 5	**Course Code**	SEC 2			
Year	I	**Semester**	I			
Credits	2	**Hours**	**L**	**T**	**P**	**Total**
			2	0	0	**2**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Understanding of the basic components and elements of tourism
2	Knowledge of different types and forms of tourism
3	Knowledge of the role of Travel Agents
4	Understanding of the role of Tour Operators
5	Knowledge of the travel documents

UNIT I

Meaning and Definition – Basic Components – Transport – Attraction - Accommodation – Elements of Tourism - Weather - Amenities - Accessibility - Historical and Cultural Factors

UNIT II

Forms of Tourism - Domestic and International Tourism – Long Haul and Short Haul Tourism – Kinds of Tourism - Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism

UNIT III

Travel Agency – Meaning – Types of Travel Agency – Roles of Travel Agent – Characteristics of Travel Agent

UNIT IV

Tour Operator - Meaning – Types – Inbound – Outbound – Domestic - Ground and Specialized – Role of Tour Operators – Itinerary Planning – Principles - Resources and Guidelines

UNIT V

Travel Documents - Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)

LEARNING RESOURCES

Recommended Books

A.K. Bhatia, *Tourism Management,* Sterling Publications, New Delhi, 2016

A.K. Bhatia, *The Business of Travel Agency and Tour Operations Management,* Sterling Publications, New Delhi, 2014

References

Marc Mancini, *Conducting Tours: A Practical Guide,* Cengage Learning Publications, New Zealand, 2000

J. Negi, *Travel Agency and Tour Operation: Concepts and Principles,* Kanishka Publisher, New Delhi, 2004

Pran Nath Seth, *Successful Tourism Management: Fundamentals of Tourism,* Sterling Publications, New Delhi, 2008

Web Resources

https://www.academia.edu/14264572/Basic_Concept_on_Tourism

http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	List out the various components and elements of tourism	K1
CO 2	Explain the types and forms of tourism.	K2
CO 3	Describe the roles of Travel Agent	K2
CO 4	Explain the roles of Tour Operators	K2
CO 5	Examine the importance of travel documents	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	2	3	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	13	14	15
Average	3	3	3	3	2.8	2.6	2.8	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

II Semester

Paper CC3

Course Title	HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE					
Course Type	Core Course	Course Code	CC 3			
Year	I	Semester	II			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding about the genesis of the Sultanate rule in India and its early rulers
2	Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
3	Knowledge about the founding and conquests of the Mughal rulers
4	Art and architecture and administrative policies during the Mughals
5	The administration, art and architecture during Bahmini and Vijayanagar kingdoms

UNIT I

Sources - Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish–Sultana Raziya – Balban – Khilji Dynasty – Jalaluddin Khilji – Alauddin Khilji – Malik Kafur's Invasion.

UNIT II

Tughlaq Dynasty – Mohammed-Bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodys – Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement

UNIT III

Advent of the Mughals – Babur – Humayun – Sher Shah - Administration- conquests of Akbar

Mughal administration - Mughal Art and Architecture

UNIT IV

Jahangir – Chain of Justice - Shah Jahan – Aurangazeb – Rise of the Marathas – Life and achievement of Shivaji – Administration

UNIT V

Bahmini Kingdom – Vijayanagar Empire – Administration – Socio - Economic Condition – Art and Architecture - Position of Women in Medieval Period

LEARNING RESOURCES

Recommended Books

Ashirbadi Lal Srivastava, *History of India 1000 A.D. to 1707 A.D.*, Shiva Lal Agarwala, Agra, 1964

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol II: Mughal Empire(1526 – 1707 A.D.)*, Sterling Pub., New Delhi, 2019

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. I(1000 – 1526 A.D.)*, Sterling Pub., New Delhi, 2019

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 2019

L.P. Sharma, History of Medieval India, 1000-1740 A.D., Konark Pub. Pvt. Ltd., New Delhi, 1997

Satish Chandra, *History of Medieval India,* Orient Blackswan, New Delhi, 2017

References

A.B.M. Habibullah, *The Foundation of Muslim Rule in India*, Central Book Depot, 1967

Ashirbadi Lal Srivastava, *The Mughal Empire, 1526-1803 A.D.*, Shiva Lal Agarwala, Agra, 1969

Chandra, Satish, *Essays on Medieval Indian History,* OUP, New Delhi, 2005

Mohammad Habib and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974

Satish Chandra, Medieval India, Part I & II, New Delhi, NCERT, 1971

Web Resources

https://archive.org/details/MedievalIndiaFromContemporarySources
https://selfstudyhistory.com/medieval-indian-history/

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the foundation of the Delhi Sultanate and its early dynasties	K1
CO 2	Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements	K2
CO 3	Discuss the genesis and the conquest of the Mughals	K2
CO 4	Outline the art and architecture and administration of the Mughals	K1
CO 5	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	3	3	2	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	2	3
CO 4	3	3	2	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	13	15	15	14	12	15
Average	3	3	2.6	3	3	2.8	2.4	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper CC4

Course Title	**HISTORY OF TAMIL NADU - 1311 – 1801 CE**					
Course Type	Core Course	**Course Code**	CC 4			
Year	I	**Semester**	II			
Credits	5	**Hours**	**L**	**T**	**P**	**Total**
			4	1	0	**5**

Learning Objectives	
S. No.	***The learning objectives are to impart:***
1	Rise of the Madurai Sultanate and its contribution.
2	Knowledge about the impact of Vijayanagar rule in Tamilaham.
3	Contribution of the Nayaks of Madurai, Senji and Thanjavur.
4	Contribution of the Marathas to Tamil culture.
5	Understand the Poligar Rebellion as the early resistance against British imperialism.

UNIT I

Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy.

UNIT II

Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai

UNIT III

Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Art and Architecture.

UNIT IV

Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture

UNIT V

Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers

Field Study to Historical Landmark site

LEARNING RESOURCES

Recommended Books

G. Venkatesan, *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

R. Kalidoss, *History and Culture of Tamils*, Vijay Publishers, Dindugal,1976

References

K. Rajayyan, *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras, 1974

K. Rajayyan, *South Indian Rebellion: The First War of Independence 1800-1801*, Akani Veliyeedu, 2012

K.A. NilakantaSastri, *The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar*

K.R. Srinivasan, *Temples of South India*, National Book Trust, New Delhi, 2005

R. Sathianathaier, *History of the Nayaks of Madura*, University of Madras, Madras, 1980

Web Resources

https://archive.org/details/SouthIndianRebellion/mode/2up

www.nationalgeographic.org/threekingsintamilakam

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Outline the rule of the Madurai Sultanate.	K1
CO 2	Explain the impact of the Vijayanagar rule in Tamilaham.	K1
CO 3	Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.	K4
CO 4	Assess the contribution of the Marathas to Tamil culture.	K5
CO 5	Examine Poligar rebellion as an early resistance against British imperialism.	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	2	3	2	2	3
CO 5	3	3	3	3	3	2	3	3
Total	15	15	15	14	14	13	12	15
Average	3	3	3	2.8	2.8	2.6	2.4	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper GEC 2

Course Title	**WESTERN POLITICAL THOUGHT**					
Course Type	Generic Elective	**Course Code**	GEC 2			
Year	I	**Semester**	II			
Credits	3	**Hours**	**L**	**T**	**P**	**Total**
			3	1	0	**4**

Learning Objectives	
S. No.	***The learning objectives are to impart:***
1	Knowledge about Greek philosophy of Plato and Aristotle
2	Knowledge about social contract theory.
3	The political ideas of Machiavelli and John Locke
4	Utilitarian philosophy of Jeremy Bentham
5	Ideas of Karl Marx and Antonio Gramsci

UNIT I

Socrates – Plato – Aristotle

UNIT II

Machiavelli – Thomas Hobbes – John Locke – Rousseau

UNIT III

Voltaire – Montesquieu – Thomas Paine – Mary Wollstonecraft – Luigi Taparelli

UNIT IV

Jeremy Bentham – J.S. Mill – David Thoreau – Nietzsche

UNIT V

Karl Marx – Antonio Gramsci – Richard Rorty – Martin Luther King Jr.

LEARNING RESOURCES

Recommended Books

George H. Sabine, *A History of Political Theory*, Oxford and IBH Pub. Co. Ltd., New Delhi, 2019

Phyllis Doyle, *A History of Political Thought*, Jonathan Cape, London, 1963

R.C. Gupta, *Western Political Thought*, Lakshmi Narain Agarwal, Agra, 2012

R.P. Sharma, *Western Political Thought: Plato to Hugo,* Sterling Pub. Pvt. Ltd., New Delhi, 1984

S. Vijayaraghavan and R. Jayaram, *Political Thought*, Sterling Pub. Pvt. Ltd., 1994

Shefali Jha, *Western Political Thought: From Plato to Marx*, Pearson, Delhi, 2010

William Ebenstein, *Great Political Thinkers – Plato to the Present*, S. Chand (G/L) & Co. Ltd., New Delhi, 1999

References

Brian R. Nelson, *Western Political Thought: From Socrates to the Age of Ideology*, Waveland Press Inc., Long Grove, Illinois, 1996

Des Raj Bhandari, *History of European Political Philosophy*, Bangalore Print & Pub. Co., Bangalore, 1963

George Catlin, *The Story of the Political Philosophers*, Kessinger Pub., 2010

J.S. McClelland, *A History of Western Political Thought*, Routledge, London, 1996

Will Durant, *The Story of Philosophy*, Simon & Schuster, New York, 1991

Web Resources

https://archive.org/details/dli.ernet.260180/page/n5/mode/2up

https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up

https://archive.org/details/dli.ernet.13555/page/n13/mode/2up

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the political philosophy of Plato and Aristotle.	K1
CO 2	Discuss the Social Contract theory.	K2
CO 3	Compare the political ideas of Machiavelli and John Locke	K4
CO 4	Justify the advantages of utilitarian philosophy.	K5
CO 5	Describe the political ideas of Karl Marx and Antonio Gramsci.	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	2	2	3	2	3
CO 2	3	3	2	3	3	3	2	3
CO 3	3	3	3	2	3	3	3	3
CO 4	3	3	2	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	13	15	14	14	12	15
Average	3	3	2.6	2.6	2.8	2.8	2.4	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	2	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
Total	15	14	13	15	15
Average	3	2.8	2.6	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper SEC 2

Course Title	**INDIAN CONSTITUTION**					
Course Type	Skill Enhancement Course 2	**Course Code**	SEC 2			
Year	I	**Semester**	II			
Credits	1	**Hours**	**L**	**T**	**P**	**Total**
			2	0	0	**2**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Understanding of the salient features of the Indian Constitution
2	Knowledge about fundamental rights and duties
3	Knowledge about the structure and functions of the Union Government
4	Knowledge about the structure and functions of the State Government
5	Understanding of the powers and functions of the local government

Unit I

Sources – Preamble – Salient Features – Citizenship

Unit II

Fundamental Rights – Directive Principles – Fundamental Duties.

Unit III

Union Government: President – Prime Minister and Council of Ministers – Parliament –Supreme Court of India

Unit IV

State Government: Chief Minister – Governor – State Legislature – High Courts

Unit V

Local Government: Urban – Rural

LEARNING RESOURCES

Recommended Books

B.N. Rao, *India's Constitution in the Making*, Orient Longmans, Madras, 1960

Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon, 2019

M.V. Pylee, *Constitutional Government in India*, S. Chand & Co. Ltd., New Delhi, 2012

Mahendra Pal Singh, *V.N. Shukla's Constitution of India*, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019

Subhash C. Kashyap, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, National Book Trust, New Delhi, 2021

References

G. Balan and D. Dakshinamurthy, *Constitutional Development and Freedom Movement*, VanathiPathipagam, Chennai

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, New Delhi, 1999

Hari Hara Das, *Indian Government and Politics*, Himalaya Publishing House, New Delhi, 2001

JagadishSwarup, *Constitution of India*, Dandewal Publishing House, Allahabad, 1984

M.V. Pylee, *India's Constitution*, S. Chand & Co., NewDelhi, 2016

R.C. Agarwal and Mahesh Bhatnagar, *Constitutional Development and National Movement of India*, S. Chand & Co., New Delhi, 2006.

Sujit Choudhry, et. al., ed., *The Oxford Handbook of the Indian Constitution*, Oxford University Press, London, 2016

Web Resources

https://www.tn.gov.in/index.php

https://www.assembly.tn.gov.in/

https://legislative.gov.in/constitution-of-india

https://www.india.gov.in/

https://www.indianculture.gov.in/ebooks/indias-constitution-making

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the salient features of the Indian Constitution	K1
CO 2	Elaborate the Structure and Functions of Union Government	K2
CO 3	Elaborate the Structure and Functions of Union Government	K2
CO 4	Explain the Structure and Functions of State Governments	K2
CO 5	Discuss the powers of the local government	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	12	15
Average	3	3	3	3	3	2.8	2.4	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper SEC 3

Course Title	**BASIC JOURNALISM**						
Course Type	Skill Enhancement Course 3	**Course Code**	SEC 3				
Year	I	**Semester**	II				
Credits	1	**Hours**	**L**	**T**	**P**	**Total**	
			2	0	0	**2**	

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Understanding the definition, types, and determinants of news
2	Knowledge about news paper organization structure
3	Knowledge about the role, qualities, and responsibilities of a reporter
4	Knowledge about reporting and writing
5	Understanding of the role, qualities, and responsibilities of an editor.

Unit I

Definition of News – Types of News – Determinants of News – News Evaluation

Unit II

Newspaper Organization Structure – News Sources and Agencies – Target audience

Unit III

Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story

Unit IV

Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing

Unit V

Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics

MSU

LEARNING RESOURCES

Recommended Books

K.M. Shrivastava, *News Reporting and Editing,* Sterling Pub. Pvt. Ltd., New Delhi, 1991

M.K. Verma, *News Reporting and Editing,* APH Publishing Corporation, New Delhi, 2009

References

Graham Greer, *A New Introduction to Journalism,* Juta and Co. Ltd., Kenwyn, South Africa, 1999

Carole Fleming, et.al., *An Introduction to Journalism,* SAGE Publications Ltd., New Delhi, 2006

Barun Roy, *Beginners' Guide to Journalism and Mass Communication,* Pustak Mahal, Delhi, 2013

Web Resources

https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/

https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the types and determinants of news.	K1
CO 2	Elaborate the newspaper organization structure.	K2
CO 3	Elaborate the role, qualities, and responsibilities of a reporter.	K2
CO 4	Explain the types of reporting.	K2
CO 5	Discuss the role, qualities, and responsibilities of an editor.	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	14	14	13	15
Average	3	3	3	3	2.8	2.8	2.6	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Semester III

Paper CC5

Course Title	**HISTORY OF INDIA – 1707 – 1857 CE**							
Course Type	Core Course	**Course Code**	CC 5					
Year	II	**Semester**	III					
Credits	5	**Hours**	**L**	**T**	**P**	**F S**	**Total**	
			3	**1**	**0**	**0**	**4**	

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Impart knowledge about the causes for the advent of the Europeans in India
2	Understand the consequences of the British-French rivalry and beginning of the British supremacy
3	Create awareness about the various strategies formulated by the British to capture power princely states
4	Understand about British state and revenue administration and its consequences
5	Acquire knowledge about Indian response to the British rule viz. peasant movements, Poligar rebellion, 1857 Revolt etc.

Unit- I

European Penetration into India: Early European Settlements -The Portuguese - The Dutch - The English and the French - *Golden Firman* - *Dastaks*

Unit- II

The Struggle for Supremacy: Anglo – French Rivalry- Carnatic Wars– Robert Clive –Dupleix - Battle of Plassey – Battle of Buxar - Treaty of Allahabad - Later Mughals.

Unit- III

British Expansion in India: Ring Fence policy – Policy of Subordinate Alliance – Policy of Lapse and Annexations by conquests – Anglo - Mysore wars - Anglo Maratha wars – First Anglo Afghan war – Anglo - Burmese wars – Anglo - Sikh conflicts

Unit- IV

British Colonial Administration: Early Administrative Structure – Regulating Act - Pitt's India Act – Charter Acts - Economic Impact of British Colonial Rule – Land Revenue Administration – Permanent Land Revenue Settlement- Ryotwari System - Mahalwari System - Commercialisation of Agriculture - Railways – Roadways - Telegraph and Postal services – Famine Commissions.

Unit- V

Indian Response to British Rule: Early Peasant movement and Tribal Uprisings – KolUprising - Moplah Uprisings – Bhil Uprisings – Santhal Uprisings - Poligar Uprisings – Puli Thevan – Velu Nachaiyar – Kattabomman – Maruthu Brothers - Vellore Mutiny – The Great Revolt of 1857 – Jhansi Rani.

LEARNING RESOURCES

Recommended Books

Sir Syed Ahmad Khan, The Indian Revolt, Medical Hall Press, Benares, 1873.

Bipan Chandra, History of Modern India, Orient Blackswan, New Delhi 2019

Bipan Chandra, et al., India's Struggle for Independence, Penguin Books, New Delhi, 2016.

Desai A.R, Social Background of Indian Nationalism, Popular Prakasham, Bombay, 1976.

Grover B.L, A New Look on Modern Indian History, S. Chand &Co, Delhi, 1977.

References

Lucy Southerland, The East India Company in the 18thCentury Politics, Oxford, 1952.

Percival Spear, A History of India, Volume 2, Penguin Books, Great Britain, 1976.

Phillips C.H, East India Company, Routledge, London, 1961.

Ramachandran C. East India Company and the South Indian Economy, New EraPublications, Madras, 1980.

Roberts P.E, History of British India, Oxford University Press, Oxford, 1921.

Sailendranath Sen, An Advanced History of Modern India, Macmillan Publishers,2020

Web Resources

http://www.national archives.nic.in

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Trace the causes for the advent of the Europeans to India	K1
CO 2	Discuss the outcome of the British-French rivalry	K2
CO 3	Describe the strategies used by the British to capture power like the Doctrine of Lapse, Subsidiary alliance etc.	K1
CO 4	Evaluate the administration and economic policies of British and its consequences like the Famine, Drain of wealth etc.	K5
CO 5	Elucidate the Indian response to the British especially the peasant and tribal uprisings, Poligar rebellion and 1857 revolt.	K5

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	3	3
CO 4	3	3	3	3	2	2	3	3
CO 5	3	3	3	2	2	3	3	3
Total	15	15	15	14	10	13	13	15
Average	3	3	3	2.8	2	2.6	2.6	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	2	2	3	3
CO 5	3	3	2	3	3
Total	15	14	13	15	15
Average	3	2.8	2.6	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSJ

Paper CC6

Course Title	**HISTORY OF TAMIL NADU SINCE 1801 CE**					
Course Type	Core Course	**Course Code**	CC 6			
Year	II	**Semester**	III			
Credits	5	**Hours**	**L**	**T**	**P**	**Total**
			4	1	0	**5**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Understanding about the colonial administration and early resistance in Tamil Nadu
2	Appreciation of the social movements in Tamil Nadu like the Temple Entry movement and Self-Respect movement
3	Knowledge about contribution of Tamil Nadu towards Freedom movement
4	Ability to comprehend the contributions of the Congress, DMK and ADMK governments
5	Awareness about the various issues present in Tamil Nadu

UNIT I

Early Resistance to British Rule – South Indian Rebellion - Vellore Mutiny - Tamil Nadu under the Europeans – Socio - Economic Activities.

UNIT II

Nationalism in Tamil Nadu - Madras Native Association – Madras Mahajana Sabha – Swadeshi Movement – V.O. Chidambaram Pillai - Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement – Impact of Gandhi's visit to Tamil Nadu - Congress Ministry – Quit India Movement.

UNIT III

Political and Social Awakening - Dravidian Association – Non - Brahmin Movement - Justice Party Government – Social Justice Measures (Communal G.O.s) – Periyar's Self Respect Movement – Formation of Dravidar Kazhagam – Women Empowerment.

UNIT IV

Government after Independence - Rajaji Ministry – Kamaraj Ministry – Mid - day Meals Scheme – Industrialisation – Agriculture and Irrigation Reforms – Kamaraj Plan – Bhaktavatsalam – Anti - Hindi Agitation.

UNIT V

Formation of Dravida Munnetra Kazhagam – C.N. Annadurai - Women Welfare – Agriculture and Industrial development- Renaming Madras State as Tamil Nadu - Karunanidhi's Administration -

Birth of AIADMK - M.G. Ramachandran - Nutritious Meal Scheme - J. Jayalalitha – Integration of Tamil Districts – River Water Disputes – Reservation Policy.

LEARNING RESOURCES

Recommended Books

A. Ramaswamy, *TharkalaThamizhnattuVaralaru*, New Century Book House, Chennai, 2018 (In Tamil)

G. Venkatesan, *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

K. Rajayyan, *Tamil Nadu: A Real History*, EthirVeliyeedu, Pollachi, 2015

Ma. Po. Civananam, *History of Freedom Movement in Tamil Nadu*, Tamil University, 1988

N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

S. Narayan, *The Dravidian Years: Politics and Welfare in Tamil Nadu*, Oxford University Press, New Delhi, 2018

References

A.R. Venkatachalapahty, *Tamil Characters: Personalities, Politics, Culture*, Pan MacMillan, 2019

A.S. Panneerselvan, *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd., 2021

Anita Diehl, *E.V. Ramaswami Naicker - Periyar: A Study of the Influence of a Personality in Contemporary South India*, B.I. Publications, Bombay, 1978

Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969

K. NambiArooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal

M. Naganathan, *Tamil Nadu Economy: Trends & Prospects*, University of Madras, Chennai, 2002

M.S.S. Pandian, (David E. Ludden and S. Ananthi, eds.), *The Strangeness of Tamil Nadu: Contemporary History and Political Culture in South India*, Permanent Black, 2019

M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016

M.S.S. Pandian, *The Image Trap: M.G. Ramachandran in Film and Politics*, Sage Pub., New Delhi, 1992

Na. Velucami, *Dr.Kalaignar M. Karunanidhi: A Study*, Tamizhcholai, 2006

P. Rajaraman, *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhil Publishers, Madras, 1988

P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi,Publishers, Madurai, 1980

Rajmohan Gandhi, *Rajaji: A Life*, Penguin India, New Delhi, 2010

Robert L. Hardgrave Jr., *The Dravidian Movement*, Popular Prakashan, Bombay,1965

T. Stalin Gunasekaran, *The Role of Tamil Nadu in Freedom Struggle,* NivethithaPathippagam, 2000 (InTamil)

V. Gita and S.V. Rajdurai, *Towards a Non-Brahmin Millennium: From IyotheeThass to Periyar*, Samya, 1998

V.K. Narasimhan, *Kamaraj: A Study*, National Book Trust, New Delhi, 2007

Vijaya Ramaswamy, *Historical Dictionary of the Tamils,* Rowman & Littlefield, Maryland, USA, 2017

Web Resources

https://archive.org/details/aclcpl00000795a1498

www.britannica.com/tamilnadu-india

CO No.	**Course Outcomes** *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Appreciate the contribution of early resistant movements in India	K1
CO 2	Elucidate the nature and importance of the social movements in India	K2
CO 3	Appreciate the contribution of Tamil Nadu towards Freedom movement	K4
CO 4	Describe the various welfare policies undertaken by the Governments in the State	K2
CO 5	Discuss and comprehend various issues in Tamil Nadu like the reservation, Sri Lankan Tamil issue etc.	K2

CO Mapping with Programme Outcomes

	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**
CO 1	3	3	3	3	2	2	2	3
CO 2	3	3	2	3	3	2	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	2	3	3	3	3	3
Total	15	15	13	15	14	12	13	15
Average	3	3	2.6	3	2.8	2.4	2.8	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	2	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	14	13	15	15
Average	3	2.8	2.6	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper GEC 3

Course Title	**INDIAN POLITICAL THOUGHT**					
Course Type	Generic Elective	**Course Code**	GEC3			
Year	II	**Semester**	III			
Credits	3	**Hours**	**L**	**T**	**P**	**Total**
			2	1	0	**3**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Knowledge about Ancient political thinkers Kautilya and Kalhana
2	Understanding Barani's idea of a Good ruler and Abul Fazal's Governance and Administration
3	The ideas of Raja Ram Mohan Roy, Ranade, Gokhale and Mahatma Gandhi
4	Ideas of Radical thinkers such as Tilak, Subramania Bharathi, V.O. Chidambaram Pillai and Aurobindo Ghosh
5	Ideas of Egalitarian thinkers like Periyar and Ambedkar

UNIT I

Ancient Thinkers –Thiruvalluvar – Kautilya – Arthasasthra – Kalhana-Rajatarangini.

UNIT II

Medieval Thinkers -Ziyauddin Barani - Ideal Polity- Abul Fazl- Views on Governance and Administration.

UNIT III

Modern Thinkers - Rajaram Mohan Roy – M.G. Ranade – G.K. Gokhale – Mahatma Gandhi

UNITIV

Radical Thinkers - Bal Gangadhar Tilak - Subramania Bharathi – V.O. Chidambaram – Aurobindo Ghosh .

UNIT V

Egalitarian Thinkers- E.V.R. Periyar - B.R. Ambedkar.

Socialist Thinkers: Ram Manohar Lohia - Jayaprakash Narayanan

LEARNING RESOURCES

Recommended Books

VishnooBhagwan, *Indian Political Thinkers,* Atma Ram& Sons, New Delhi, 1999Guha, Ramachandra Guha, *Makers of Modern India*, Penguin India, New Delhi, 2012.

V.P. Varma, *Modern Indian Political Thought, Vol. II*, Laxmi Narain Agarwal, Agra, 2020

References

Bidyut Chakrabarty, et. al., *Modern Indian Political Thought: Text and Context,* Sage Pub., New Delhi, 2009

M. Sharma, *Political Theory and Thought,* Anmol Publisher, New Delhi, 2004

V.R. Mehta, *Foundations of Indian Political Thought,* Taylor & Francis Exclusive, CBS Publishers & Distributors Pvt. Ltd., New Delhi, 2022

Web Resources

https://archive.org/details/in.gov.ignca.18749/page/n13/mode/2up

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe Kautilya's ideal of a State and administration.	K1
CO 2	Elucidate the ideas of Medieval thinkers like Barani and Abul Fazal	K2
CO 3	Discuss the ideas of early modern thinkers like Raja Ram Mohan Roy, Ranade, Gokhale, Gandhi and Nehru.	K2
CO 4	Examine the ideas of radical political thinkers such as Bharathi and Aurobindo Ghosh	K2
CO 5	Evaluate the social impact of the ideas of Periyar and Ambedkar.	K5

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	3	2	3
CO 2	3	3	2	3	3	2	2	3
CO 3	3	3	3	3	3	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	2	3	2	3	3	3
Total	15	15	12	15	13	12	12	15
Average	3	3	2.4	3	2.6	2.4	2.4	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	2	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	12	15	15
Average	3	2.6	2.4	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper SEC 4

Course Title	**ENTREPRENEURSHIP DEVELOPMENT**						
Course Type	Skill Enhancement Course 4 (Entrepreneurial Skill)	**Course Code**	SEC 4				
Year	II	**Semester**	III				
Credits	1	**Hours**	**L**	**T**	**P**	**Total**	
			2	0	0	**2**	

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Knowledge of traits of entrepreneurs and rural entrepreneurship
2	Knowledge of starting a small industry and government subsidies
3	Quality control and assurance techniques
4	Understanding of elements of marketing
5	Understanding of human behaviour and stress management

UNIT I

Entrepreneur: Traits and Functions – Innovation – Entrepreneurship motivation – Rural Entrepreneurship

UNIT II

Steps for starting a small industry: Identification of Business opportunity – Selection of Product – Government Subsidies and Incentives

UNIT III

Quality Assurance and Testing of Product – Total Quality Management – Quality Control and Assurance Techniques

UNIT IV

Elements of Marketing: Market Strategy – Packing and Advertisement – After Sales Service

UNIT V

Management of Self and understanding Human Behaviour – Stress Management – Social Responsibility and Business Ethics

LEARNING RESOURCES

Recommended Books

P.C. Jain, *A Handbook for New Entrepreneurs,* Entrepreneurship Development Institute of India, OUP, New Delhi, 1998

S. Anil Kumar, et. al., *Entrepreneurship Development,* New Age Intl. Pvt. Ltd. Pub., New Delhi, 2003

S.S. Khanka, *Entrepreneurial Development,* S. Chand & Co. Ltd., New Delhi, 2020

Sangeeta Sharma, *Entrepreneurship Development,* PHI Learning Pvt. Ltd., Delhi, 2021

References

Jay Narayan Vyas, *Planning an Industrial Unit*, N.K. Vyas Family Trust, 1982

Udai Pareek and T. Venkateswara Rao, *Developing Entrepreneurship: A Handbook*, Learning Systems, New Delhi, 1978

Web Resources

http://www.startupindia.gov.in

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	List out the traits of an entrepreneur	K1
CO 2	Explain how to start small industry and related government subsidies	K2
CO 3	Describe how to market the products produced.	K2
CO 4	Explain the various quality assurance techniques	K2
CO 5	Examine the importance of human behaviour and stress management.	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3	3

S-Strong(3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

S-Strong(3) **M-Medium (2)** **L-Low (1)**

MSU

Paper – NAAN MUDHALVAN – 2

Course Title	**INTRODUCTION TO POLITICAL SCIENCE**					
Course Type	Naan Mudhalvan	**Course Code**	Nann Mudhalvan 2			
Year	II	**Semester**	**III**			
Credits	2	**Hours**	**L**	**T**	**P**	**Total**
			2	0	0	**2**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Understanding of the role of the centre and states.
2	Compare and contrast the role of citizens
3	Knowing the forms of the Government.
4	Understanding the positions of the executives.
5	Identifying the role of the political parties.

Unit I: State and its elements – relationship between Government and Society – Organs of Government – Legislative, Executive and Judiciary.

Unit II: Citizenship – meaning – rights of the citizen – Duties of Citizen – Fundamental rights – How rights are safeguarded.

Unit III: Forms of Government – Unitary and Federal - Types of Constitutions – Written and Unwritten Flexible and rigid.

Unit IV: Executives – Parliamentary and Presidential – Legislature – Unicameral – Bicameral – Judiciary – Judicial review – Rule of Law and Administrative Law.

Unit V: Separation of Powers – Pressure groups – Political parties – Single Party, Bi-party and Multi-party systems

Reference Books:

1. V. D. Mahajan, Select Modern Constitutions, S. Chand and Co, New Delhi, 1975.

2. A. C. Kapur, Select Constitutions, S. Chand and Co, New Delhi, 1975

3. Hiermer Finer, The Theory and Practices of Modern Government, Surjeet Publications, New Delhi, 1977.

4. B. C. Rai, The World Constitutions, Universal Publications, New Delhi, 1971.

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Evaluate the elements of States.	K1
CO 2	Identify the Rights and Duties of the people.	K2
CO 3	Elaborate the forms of Governments.	K2
CO 4	Explain the role of the Judiciary.	K2
CO 5	Discuss the contribution of political parties.	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	12	15
Average	3	3	3	3	3	2.8	2.4	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

S-Strong (3) M-Medium (2) L-Low (1)

Paper 21 EVS DUE

MSU

Paper CC 7

Course Title	**FREEDOM STRUGGLE IN INDIA**							
Course Type	Core Course	**Course Code**	CC 7					
Year	II	**Semester**	IV					
Credits	5	**Hours**	**L**	**T**	**P**	**FS**	**Total**	
			3	1	0	0	**4**	

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Understanding of the role of the socio-religious movements in India
2	Compare and contrast between the moderates and extremists
3	Knowledge of Gandhi's leadership and transforming India's freedom struggle based on mass movements
4	Constitutional provisions and legislations
5	Knowledge of the causes and consequences of the Partition of India

Unit- I

Poligar Revolt- South Indian Revolution – Vellore Mutiny- 1857 Revolt - Queen's Proclamation – Socio - Religious Reform Movements - National Awakening in the 19th Century

Unit- II

Indian National Movement – Origin and Growth - Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – Surat Congress – Minto-Morley Reform Act – Communal Electorate - Home Rule Movement – Montague-Chelmsford Reform Act.

Unit- III

Gandhian Era– Jallian Wallabagh Massaccre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Rise of Communist Party – Civil Disobedience Movement – Gandhi –Irwin Pact – Round Table Conference - Communal Award – Act of 1935 – Provincial Autonomy –1937 elections – Cripps Mission

Unit- IV

Quit India Movement – Indian National Army - Subash Chandra Bose – Simla Conference – Cabinet Mission – Mountbatten Plan – Indian Independence Act - Partition of India

UNIT- V

Implications – Agriculture and Industry – Transport and Communication – Art and Architecture – Education - Local Self Government.

LEARNING RESOURCES

Recommended Books

Bipan Chandra, *History of Modern India*, Orient Black Swan Publications, New Delhi,2012

Bipan Chandra., *Nationalism and Colonialism in Modern India*, New Delhi: Orient Blackswan Private Limited, New Delhi, 1981

Bipan Chandra, Amales Tripathi and Barun De, *Freedom Struggle*, National Book Trust, New Delhi,2011

Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India,2016

Kenneth W. Jones (eds), *The New Cambridge History of India:III.1 Socio Religious reform Movements in British India*, Cambridge University Press,1989

Ranjan Chakrabarti., *A New History of Modern India*: *An Outline*,Surjeeth Publications, 2019

Sumit Sarkar., *Modern India 1885-1947*,Macmillan India Limited, New Delhi, 2000

M.P. Sivagananam – Viduthali Poratathil Tamilagam – 2 Volumes (in Tamil).

G. Venkatesan, *History of Freedom Struggle*, V.C. Publications, 2018.

References

Aparna Basu, *Essays in the History of Indian Education*, Concept Publishing Co., New Delhi, 1982

BalaJeyaraman, *Periyar: A Political Biography of EV Ramasamy*,Rupa and Co.,2013

JudithMargaret Brown, *Gandhi's Rise to Power,* Cambridge University Press, Cambridge,1972.

Mushirul Hasan., *India's Partition: Process, Strategy and Mobilisation.(Themes in Indian History)*, Oxford University Press, New Delhi,1997

Percival Spear, *The Oxford History of Modern India 1740-1947*, Clarendon Press, Oxford, 1965

Shekhar Bandyopadhyay, (ed).,*Nationalist Movement in India*: *A Reader*, Oxford University Press, New Delhi, 2008.

Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*,Routledge, London, 2011

Web sources: https://amritmahotsav.nic.in

https://www, mcrhrd.gov.in

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Assess the role of the socio-religious movements in India	K5
CO 2	Compare and contrast between the moderates and extremists	K4
CO 3	Elucidate Gandhi's leadership and transforming India's freedom struggle based on mass movements	K2
CO 4	Describe the Constitutional provisions and legislations for women	K1
CO 5	Discuss the causes and consequences of the Partition of India	K3

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	3	3
CO 2	3	3	2	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	2	3	3	3	3	3
CO 5	3	3	3	3	2	3	3	3
Total	15	15	13	15	12	15	15	15
Average	3	3	2.6	3	2.4	3	3	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	2	3	3	3
CO 5	3	3	3	3	3
Total	15	13	14	15	15
Average	3	2.6	2.8	3	3

S-Strong(3) M-Medium (2) L-Low (1)

Paper CC 8

Course Title	**HISTORY OF MODERN EUROPE – 1789 – 1919 CE**							
Course Type	Core Course	**Course Code**	CC 8					
Year	II	**Semester**	IV					
Credits	5	**Hours**	**L**	**T**	**P**	**F S**	**Total**	
			4	**1**	**0**	**0**	**5**	

LEARNING OBJECTIVES	
S. No.	**Learning objectives are to**
1	Impart an Understanding of the stages of the French Revolution and the Life and contribution of Napoleon Bonaparte
2	Create awareness about Napoleon's achievements
3	Gain Knowledge of the unification of Italy and Germany
4	Understand about the Eastern Question and disruption of peace in Europe
5	Analyse the causes, course and consequences of the First World War

UNIT- I

French Revolution – Causes - Course – Consequences – Napoleon Bonaparte - Napoleonic Wars – Continental System – Domestic Policy – Downfall.

UNIT- II

Age of Metternich- The Congress of Vienna – The Quadruple Alliance- Concert of Europe - July Revolution of 1830 – February Revolution 1848- Napoleon III.

UNIT- III

Unification of Italy - Victor Immanuel II - Count Cavour – Mazzini – Garibaldi – Unification of Germany – Kaiser William - Bismarck - Blood and Iron policy.

UNIT- IV

Eastern Questions – Greek War of Independence – Crimean War – Pan Slavism - The Russo - Turkish War - The Congress of Berlin.

UNIT- V

Age of Armed Peace - The Triple Alliance and Triple Entente- Balkan Wars – First World War - US Entry into First World War – Treaty of Versailles.

LEARNING RESOURCES

Recommended Books

Blanning, T.C.W., *The Oxford Illustrated History of Modern Europe (1789-2022),* Oxford University Press, New York,1996

Carlton, J.H. Hayes., *Modern Europe to 1870,* Macmillan, London,1953.

Carr,E.H., *International Relations between the Two World Wars(1919- 1939),* Palgrave Macmillan, 1990

Crawley, C.W.,*The New Cambridge Modern History, (Vol- IX) War and Peace in an Age of Upheaval, 1793- 1830,* Cambridge University Press, Cambridge, 1965

David Thomson, *Europe since Napoleon,* Penguin Books Ltd., New Delhi, 1990

Hazen, C.D. *Modern Europe Since 1789,* S Chand & Co, New Delhi, 1998.

Rao, B.V., *History of Europe 1789-2002,* New Dawn Press, 2005.

References

Albert S. Lindemann, *A History of Modern Europe: From 1815 to the Present,* Wiley-Blackwell, UK, 2013

Bertier de Sauvigny& Guillaume de., Translated by Peter Ryde, *Metternich and His Times,* Longman & Todd, London, 1962.

David S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity,* Rowman & Littlefield Publishers Ltd., New York, 2011

Graham Ross,*The Great Powers and the Decline of European States System, 1914- 1945,* Longman, London, 1983

Lipson, E., *Europe in the 19th and 20th Centuries, 1815-1939,* Adam and Charles Black, London, 2018.

Mahajan, V.D., *History of Modern Europe, Since 1789,* S.Chand & Co. Publications, New Delhi, 1959.

Marriot, J.A.R., *A History of Europe from 1815 to 1939,* Methuen & Co., London, 1931.

Taylor, A.J.P., *The First World W: An Illustrated History,* Penguin Publications, London

Taylor, A.J.P., *The Struggle for Mastery in Europe 1848-1918,* Clarendon Press, Oxford, 1954.

Web Resources

https://web.ics.purdue.edu/~wggray/Teaching/His104/Lectures/Revln-Timeline.html

https://www.bl.uk/world-war-one

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Assess the legacy of French Revolution and the life and contribution of Napoleon	K5
CO 2	Discuss the Metternich system and its impact	K5
CO 3	Appreciate the efforts to bring peace in the post Napoleonic era and the unification of Italy and Germany	K2
CO 4	Describe the Eastern Question and spread of Nationalism in Eastern Europe	K1
CO 5	Elucidate the causes, course and consequences of the First World War	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	3	3
CO 2	3	3	2	3	3	3	3	3
CO 3	3	3	3	3	3	2	3	3
CO 4	3	3	2	3	3	3	3	3
CO 5	3	3	3	3	2	3	3	3
Total	15	15	13	15	12	14	15	15
Average	3	3	2.6	3	2.4	2.8	3	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	14	13	15	15
Average	3	2.8	2.6	3	3

S-Strong (3) M-Medium (2) L-Low (1)

Paper GEC 4

Course Title	**MODERN GOVERNMENTS**					
Course Type	Generic Elective	**Course Code**	GEC4			
Year	II	**Semester**	IV			
Credits	3	**Hours**	**L**	**T**	**P**	**Total**
			2	**1**	**0**	**3**

LEARNING OBJECTIVES	
S. No.	***The learning objectives are to provide knowledge and understanding of:***
1	Meaning and types of constitution.
2	Different types of government viz., unitary, federal and quasi-federal.
3	Powers and functions of Legislature.
4	Powers and functions of Executive.
5	Role and functions of Judiciary and the importance of Judicial Review.

Unit I

Forms of Government – Constitution: Meaning - Purpose and Contents - Classification: Written and unwritten – Rigid and Flexible

Unit II

State: Meaning and Features – Classification: Unitary – Federal – Quasi Federal – Theory of Separation of Powers.

Unit III

Legislature - Unicameral – Bicameral - Powers and Functions of legislature – Role of Political Parties

Unit IV

Executive - Parliamentary Form – Presidential Form – Powers and Functions of Executive – Merits and Demerits.

Unit V

Judiciary: Rule of Law –Administrative Law - Functions of Judiciary-Independence of Judiciary – Judicial Review

LEARNING RESOURCES

Recommended Books

A.C.Kapur, *Principles of Political Science,* S. Chand & Co, New Delhi, 2006

J.C. Johari, *Principles of Modern Political Science,* Sterling Pub. Pvt. Ltd., New Delhi, 2009

References

Alan R.Ball, *Modern Politics and Government*, Palgrave Macmillan, London, 1993

K.C.Wheare, *Modern Constitutions*, Oxford University Press, London, 1966

Norman P. Barry, *An Introduction to Modern Political Theory*, Palgrave, Hampshire, 2000

Rajeev Bhargava and Ashok Acharya, ed., *Political Theory: An Introduction*, Pearson Longman, New Delhi, 2008

Web Resources

http://core.ac.uk/download/pdf/7048759.pdf

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the meaning and types of constitution.	K1
CO 2	Explain the different types of government.	K2
CO 3	List the powers and functions of the Legislature	K1
CO 4	Highlight the powers and functions of the Executive.	K4
CO 5	Evaluate the significance of Judicial Review.	K6

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	3	3
CO 2	3	3	2	3	3	3	3	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	2	3	3	3	3	3
CO 5	3	3	3	3	2	3	3	3
Total	15	15	13	15	12	15	15	15
Average	3	3	2.6	3	2.4	3	3	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	2	3	3	3
CO 5	3	3	3	3	3
Total	15	13	14	15	15
Average	3	2.6	2.8	3	3

S-Strong (3) M-Medium (2) L-Low (1)

Paper SEC 5

Course Title	COMPUTER TRAINING					
Course Type	Skill Enhancement Course 6	Course Code	SEC 5			
Year	II	Semester	IV			
Credits	1	Hours	L	T	P	Total
			0	0	2	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Knowledge of computer components, word document and power point presentation.
2	Knowledge of creating a word document.
3	Ability to type a letter and CV in word document.
4	Knowledge of slide creation in Power Point using pictures and videos
5	Create a slide show presentation

UNIT I

Components of a Computer – Hardware – Software – DOS and Windows - Printing

UNIT II

Creating a New Document – Open and Close Document – Delete a File – Save a File – Cut, Copy and Paste

UNIT III

Typing a letter and Curriculum Vitae

UNIT IV

Power Point Presentation – Slide Creation – Inserting Pictures, Tables, Videos

UNIT V

Developing Skills in Designing: Brochures – Presentation – Newsletter – Videos - Websites

LEARNING RESOURCES

Recommended Books

Dan Gookin, *Word 2019 for Dummies*, For Wiley, New Jersey, USA, 2018

Doug Lowe, *Power Point 2019 for Dummies*, Wiley, New Jersey, USA, 2018

J. Jha, et. al., *Elements of Computer Science*, Narosa Publishing House, 2001

References

Rajaraman, A., *Computer Graphics with Multimedia,* Alpha Science Intl. Ltd., 2009

Web Resources

https://www.geeksforgeeks.org/introduction-to-microsoft-word/

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the computer components.	K1
CO 2	Explain how to create and save a word document	K2
CO 3	Demonstrate how to use world document by typing a CV or a letter.	K5
CO 4	Explain how to create a Power Point presentation.	K2
CO 5	Demonstrate a slide show presentation using Power Point.	K5

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2	2	3	3	2	2	3	3
CO 2	2	2	2	3	3	2	3	2
CO 3	2	2	3	3	3	2	3	3
CO 4	2	2	2	3	3	2	3	2
CO 5	2	2	3	3	2	2	3	3
Total	10	10	13	15	12	10	15	13
Average	2	2	2.6	3	2.4	2	3	2.6

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	3	3
CO 2	2	3	2	3	3
CO 3	2	3	3	3	3
CO 4	2	2	3	3	3
CO 5	2	3	3	3	3
Total	10	13	14	15	15
Average	2	2.6	2.8	3	3

S-Strong (3) M-Medium (2) L-Low (1)

Paper - NAAN MUDHALVAN - 3

Course Title	INTRODUCTION TO PANJAYAT RAJ					
Course Type	Naan Mudhalvan	Course Code	Nann Mudhalvan 3			
Year	II	Semester	IV			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	To understand the evolution of Panchayat Raj as an institution in India.
2	To study the impact of Gandhian views on Panchayat Raj.
3	To make aware of the students about the history of Panchayat Raj over the years.
4	To understand gross root democracy and decision making from the bottom - up.

Unit I :

Local Self Government - an introduction - Evolution of Panchayat Raj in India - Local Self Government during the Chola period - Local Self Government under the British Rule

Unit II : Grama Rajya - Gandhian Principles - Bhoodan Movement - Sarvodaya Philosophy - 73rd Constitutional Amendment.

Unit III

Panchayat Raj system in India – Development from 1947-2001- Panchayat finance – and Administration.

Unit IV : Urban Local Government - Financial Administration - State Control over Urban Local Government - Balwant Roy Mehta Committee - Ashok Mehta Committee.

Unit V : Rural Local Government - Income of Rural Local Governments - 74th Constitutional Amendment - Role of people in Panchayat Raj institutions.

Books for References :

1. Ravi Goel, *Panchayati Raj in India* (New Delhi: Sonali Publications, 2012).

2. L.P. Shukla, *A History of Village Panchayats in India* (Dharwar: Institute of Economic Research, 1964).

3. R.L. Khanna, *Panchayati Raj in India* (Ambala: The English Book Depot., 1972).

4. Shweta Mishra, *Democratic Decentralisation in India* (New Delhi: Mittal Publications, 1994).

5. M. Aslam, *Panchayati Raj in India* (New Delhi: National Book Trust, 2007).

6. Ravi Goswami, *Panchayati Raj in India* (Delhi: Signature Books International, 2012).

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the contribution of the Cholas to Local Self Government.	K1
CO 2	Elaborate the Structure of Panchayat Raj.	K2
CO 3	Elaborate the origin and growth of Panchayat Systems.	K2
CO 4	Explain the role of Committees in the development of the Panchayat System.	K2
CO 5	Identify the role of people in the Local Government.	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	12	15
Average	3	3	3	3	3	2.8	2.4	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Part IV – VALUE EDUCATION – Common Syllabus

MSU

Semester V

Paper CC 9

Course Title	HISTORY OF THE WORLD 1919-1991					
Course Type	Core Course	Course Code	CC 9			
Year	III	Semester	V			
Credits	4	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives	
S. No.	*The learning objectives are to impart:*
1	Understanding of the impact of Fascism and Nazism.
2	Factors that led to the emergence of Cold War and its various phases.
3	The nature of the anti-colonial struggle and the decolonization process in Afro-Asian countries.
4	The rise of Arab nationalism and the Israel-Palestinian Wars.
5	The causes and consequences of decline of the Soviet Union.

Unit I

Impact of First World War - League of Nations - International Relations in Inter - War Years – Russian Revolution of 1917- Great Depression and its impact- Fascism and Nazism

Unit II

Second World War – Causes – Course – Consequences – UNO - Aims and Objectives - Organization- Specialized Agencies - Achievements - Post World War Settlements - Cold War.

Unit III

Anti - Colonial Struggles - Decolonization Process in Asian and African countries – Indonesia - Indo-China - Philippines - West Asia & Africa.

Unit IV

Chinese Revolution of 1949 - US and Latin America in the Cold War Era – Arab Nationalism and Israel - Palestinian Wars.

Unit V

Decline of Soviet Union: Causes and Consequences

LEARNING RESOURCES

Recommended Books

Andrew Porter, *European Imperialism*, Palgrave, 1994.

Anthony Wood, *Europe 1815 – 1945*, Longman, 1984.

Basil Davidson, *Africa in Modern History*, Longman, 1994.

Chris Warren, *A Peoples History of the World*, Book Marks, 1999

Dilip Hiro, *Inside the Middle East*, Routledge, 1982.

Hobsbawn, E.J., *Age of Extremes*, Vintage Books, 1994.

Hourani, A., *A History of The Arab People*, Faber and Faber, 1991

Taylor, A.J.P., The Origins of Second World War Penguin Books, New York, 1963.

References

Andre Gunder Frank, *Capitalism and Under Development in Latin America*, Monthly Review Press, 1967.

Carr, E.H., *International Relations between the two World Wars 1919-1939*, Palgrave, 2004.

Edward Said, The Question of Palestine, Routledge & Kegan Paul, 1980.

Howard Zinn, *A People's History of American Empire*, Metropolitan Books, 2008

Web Resources

http://www.worldhistory.org

http://khanacademy.org

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Discuss the impact of Fascism and Nazism in the interwar years.	K2
CO 2	Examine the factors that led to the Cold War and describe its various stages.	K4
CO 3	Examine the nature of anti-colonial struggle in the Afro-Asian countries.	K4
CO 4	Discuss the impact of of Arab nationalism and describe the Israel-Palestine Wars.	K4
CO 5	Discuss the causes and consequences of decline of the Soviet Union.	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	2	3	3
CO 2	3	3	2	3	2	2	3	3
CO 3	3	2	3	3	2	2	3	3
CO 4	3	3	3	3	2	2	3	3
CO 5	3	2	3	3	2	2	3	3
Total	15	13	13	15	10	10	15	15
Average	3	2.6	2.6	3	2	2	3	3

S-Strong(3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong(3) **M-Medium (2)** **L-Low (1)**

MSU

Paper CC 10

Course Title	**SELECTED THEMES IN HISTORY OF USA**							
Course Type	Core Course	**Course Code**	**CC 10**					
Year	III	**Semester**	V					
Credits	4	**Hours**	**L**	**T**	**P**	**F S**	**Total**	
			4	**1**	**0**	**0**	**5**	

Learning Objectives	
S. No.	**Learning objectives are to**
1	Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.
2	Create awareness ofthe westward movement and industrialization and their consequences
3	Understand the USA's efforts to become an imperialist and joining First World War
4	Understand the transformation of USA as a world power and the setting of a bio-polar world
5	Impart knowledge about America's multi-culturalism and the war on terrorism

Unit- I

Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction – The Civil Rights Act- 14th Amendment - Carpet Baggers – Scalawags – Black Codes.

Unit- II

Westward Movements -Industrialization and the Rise of Big Business – Growing Pains of Urbanization - Politics in the Gilded Age.

Unit- III

The Progressive Era – McKinley- Spanish American War – Theodore - Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – New Freedom – First World War

Unit- IV

Inter - War Years - Great Depression – Franklin D. Roosevelt – New Deal – Second World War - Cold war – Truman Doctrine - Eisenhower– John F. Kennedy – Lyndon B. Johnson - Civil Rights Movement – Martin Luther King - Richard Nixon – Vietnam War

Unit- V

Contemporary USA - Jimmy Carter, Ronald Reagan – George Herbert Walker Bush . – Bill Clinton – George Walker Bush – War on terrorism - Barrack Obama – Multiculturalism - Popular Culture - The Afro- Americans Experience - Hispanics and Asians.

LEARNING RESOURCES

Recommended Books

Arnold S. Rice and John A Krout, *United States History From 1865*, Harper Collins College, New York, 1991.

Henry B. Parkes, *The United States of America*, Scientific Book Agency, Calcutta, 1968.

Jack Lane, Maurice O' Sullivan., A *Twentieth-Century American Reader*, USIA, Washington DC, 1999.

Howard Cincotta., (Ed.) *An Outline of American History*, USIS Publication, United States Information Agency, 1994.

Subramanian, N., A *History of the USA*,Ennes Publications, Udumalpet, 1995.

Thomas S. Kidd., *American History 1877 to Present* - B&H Academic,2019.

References

Douglas K. Stevenson, *American life and Constitution, USIA*, Washington D.C. 1998.

George Brown Tindall with David E. Shi., *'America,A Narrative History, Vol. I& II,*

Howard Zinn., *A People's History of The United States*, Harper and Row, Harper Collins, U.S.A., 1990.

Thomas S.Kidd., *American History-Combined Edition:1492 to Present*—B&H Academic,2019.

Web Resources

https://besthistorysites.net/american-history/

https://www.nypl.org/about/divisions/milstein/internet-resources/us-history

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Assess USA's efforts to abolish slavery and reconstruction of the South post-Civil War	K 5
CO 2	Discuss about the Westward movement and rise of big business and its consequences	K3
CO 3	Describe US attempts to become imperialist and its involvement in the First World War	K1
CO 4	Evaluate the transformation of US as a world power and its role in the Cold War	K5
CO 5	Elucidate America's multiculturalism and politics over War on Terrorism	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	2	3	3
CO 2	3	3	2	3	2	2	3	3
CO 3	3	2	3	3	2	2	3	3
CO 4	3	3	3	3	2	2	3	3
CO 5	3	2	3	3	2	2	3	3
Total	15	13	13	15	10	10	15	15
Average	3	2.6	2.6	3	2	2	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper CC 11

Course Title	**(REGIONAL HISTORY) – HISTORY OF CHENNAI – For University of Madras**					
Course Type	Core Course	**Course Code**	CC 11			
Year	III	**Semester**	V			
Credits	4	**Hours**	**L**	**T**	**P**	**Total**
			4	**1**	**0**	**5**

Learning Objectives	
S. No.	***The learning objectives are to impart:***
1	History of the region
2	Knowledge of the advent of Europeans and development of the city.
3	Knowledge of the growth of educational and health facilities in Chennai.
4	The origin and growth of industry and trade union movement in Chennai.
5	Knowledge of the nationalist politics in Chennai.

UNIT I

Early History of Madras – Consolidation of the British rule in Madras - Establishment of Madras City – Formation of Madras Presidency– Fort St.George - Thomas Pitt - Elihu Yale - Thomas Munro –Ripon – Pennycuick.

UNIT II

Administration – Chennai Corporation –Police – Banking – Industries: Parry's – Spencer's – Addison& Co. – P. Orr & Sons – Trade Union Movement in Madras

UNIT III

Education –Formal Education - Elementary Education – Higher Education – Technical – Engineering – Non-Technical - University of Madras – Arts and Science Colleges – Medical Education – Women Education

UNIT IV

Cultural Renaissance in Chennai – Art – Music – Dance – Drama – Cinema – Theatre – Business Houses – Tamil Isai - Cultural Organisation – Press - English and Vernacular – Chennai's Architectural Heritage

UNIT V

Development of Transportation – Tramways – Roadways — Railways – Airways – Buckingham Canal – Chennai Port Trust.

LEARNING RESOURCES

Recommended Books

B.S. Baliga, Administartionof Madras Presidency, Vols. 1 &2,Government Press,1935

C.S. Srinivasachariar, *History of the City of Madras,* P. Varadachary Co., Madras, 1989

K.R.A. Narasiah, *Madras: Tracing the Growth of the City since 1639*, Oxygen Books, 2008

P. Rajaraman, *Chennai through the Ages*, Poompozhil, Chennai, 1997

S. Muthiah, *Madras Discovered,* East West, Chennai, 1992

S. Muthiah, *Madras Rediscovered*, East West, Chennai, 2018

References

Chriranjeevi J. Nirmal, *Madras Perspectives: Explorations in Social and Cultural History*, Institute of Indian and International Studies, Madras, 1992.

K.V.Raman, *Early History of the Madras Region*, AmudhaNilayamPvt. Ltd., Madras, 1959

Madras Tercentenary Celebration Committee, *The Madras Tercentenary Commemoration, Volume*, Oxford University Press, Madras, 1939

N.S. Ramaswami, *The Founding of Madras*, Orient Longman. Madras 1977

Web Resources

http://chennai.nic.in/history

http://sudhoganga.inflibnet.ac.in-originandgrowthofmadras

https://www.madrasmusings.com

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Trace the history of the region from prehistoric times.	K1
CO 2	Describe the advent of the Europeans and the origin and growth of the city of Chennai.	K1
CO 3	Describe the history of education and health in Chennai.	K1
CO 4	Outline the growth of industries in Chennai and the impact of labour movement.	K1
CO 5	Describe the nationalist movement in the city of Chennai.	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	3	2	3
CO 5	3	3	3	3	2	3	3	3
Total	15	15	15	15	10	13	13	15
Average	3	3	3	3	2	2.6	2.6	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper CC 12 Project with vivo voce

MSU

Paper DSE – 5

Course Title	Elements of Human Rights						
Course Type	Core Course	Course Code	DSE 5				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	**4**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Understanding of the origin and development of human rights
2	Importance of the UDHR
3	Understanding of the role of NGOs in safeguarding the human rights
4	Understanding the importance of NHRC and SHRC in protecting human rights
5	Knowledge of the human rights issues of women, child and labourers.

UNIT I

Origin and Development of Human Rights- Magna Carta – Peace of Westphalia – Bill of Rights in England – Declaration of Rights of Men and Citizen – Bill of Rights in USA – Definition and Classification of Human Rights - Civil – Political – Religious

UNIT II

United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – International Convention on the Elimination of Racial Discrimination (ICERD) – International Convention on the Elimination of Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC)

UNIT III

Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch – International Commission of Jurists

UNIT IV

Human Rights in India - Constitutional Guarantees – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights Violations

UNIT V

Women's Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to Education and Child Labour – Workers' Rights: Right to form Associations – Rights of Refugees and Migrants

LEARNING RESOURCES

Recommended Books

C.J. Nirmal, *Human Rights in India: Historical, Social and Political Perspectives,* OUP, 2000

DebaratiHaldar, et. al., *Advancement of Human Rights in India: Contemporary and Emerging Challenges,* Sage Publications, 2021

H.O. Agarwal, *Human Rights,* Central Law Publications, 2020

H.O. Agarwal, *International Law and Human Rights,* Central Law Publications, 2020

Julie A. Mertus, *The United Nations and Human Rights: A Guide for a New Era,* Routledge, 2005

SatwinderJuss, ed., *Human Rights in India*, Manohar Publishers and Distributors, 2020

References

Thomas Cushman, *Handbook of Human Rights,* Routledge, 2013

Web References

https://www.un.org/en/about-us/universal-declaration-of-human-rights
https://www.ohchr.org/en/what-are-human-rights
https://nhrc.nic.in/
http://www.shrc.tn.nic.in/

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Trace the origin and development of human rights	K1
CO 2	Evaluate the contribution of UN towards protection of human rights	K5
CO 3	Discuss the role of NGOs in safeguarding human rights.	K3
CO 4	Evaluate the role of human rights institutions in India.	K5
CO 5	Describe the human rights issues of the marginalized sections of the society.	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	3	2	3
CO 4	3	3	3	3	2	3	2	3
CO 5	3	3	3	3	2	3	3	3
Total	15	15	15	15	10	15	13	15
Average	3	3	3	3	2	3	2.6	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong (3)M-Medium (2) L-Low (1)

MSU

Paper - DSE – 5

Course Title	WOMEN STUDIES						
Course Type	Discipline Specific Elective	Course Code	DSE 5				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understand the gender perspective in all domains of knowledge in India
2	Realization of the role of education for women empowerment.
3	Knowledge about the economic participation of women.
4	Awareness about the Constitutional provisions and legislations for Women.
5	Motivation among women students to be active stakeholders in the process of nation building

Unit- I

Women Empowerment – Meaning – Nature- Concept and Strategies – Classification and Dimensions of Women Empowerment - Role of Women in Freedom Struggle.

Unit- II

Social Empowerment – Women's Education –Women and Health - Contribution of Periyar - Bharathiar - Bharathidhasan - Annadurai – Karunanidhi – MG.Ramachandran - Jayalalitha.

Unit- III

Economic Empowerment – Participation of Women– Organised and Unorganised Sectors – Women Self-Help Groups – ICT and Women.

Unit- IV

Political Empowerment of Women in India – Women Leaders – Constitutional and Legal Provisions for Women Empowerment – Impact of Legislations.

Unit- V

Women Education- Women Legislators-Developmental Schemes and Programmes for Women Empowerment – - Developmental Schemes for Women by Government of Tamil Nadu.

LEARNING RESOURCES

Recommended Books

Geraldine Forbes, Women in Modern India, Cambridge University Press, UK, 2009.

Government of India, *Towards Equality — Report of the Committee on the Status of Women in India*. New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi,1975.

Neera Desai,Women in Modern India, Asia Book Corporation,Amer,1977

PromillaKapur, Empowering Indian Women, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001

Raj Kumar (Ed.), Women and Law, Anmol Publications Private Limited, New Delhi, 2000

Thara Bhai L., Women's Studies in India, APH Publishing Corporation, New Delhi, 2000

References

Jana Matson Everett, Women and Social Change in India, Heritage Publishers, New Delhi, 1981

Nagar. N.S., Empowerment of Women, Vista International Publishing House, Delhi, 2008

Pandey. A.K., Emerging Issues in the Empowerment of Women, Anmol Publications, New Delhi, 2002

Prasanna Kumar(Ed.),Empowering Society, The GuruKul Lutheran Theological college and Research Institute, Chennai,1995.

Shailaja Nagendra, Women's role in Modern World, ABD Publishers, Jaipur, 2008

Web Resources

http://www.archives.gov

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Evaluate the gender perspective in all domains of knowledge in India	K5
CO 2	Assess the role of education for women empowerment	K5
CO 3	Discuss the role of women in economic development	K2
CO 4	Describe the Constitutional provisions and legislations for women	K1
CO 5	Elucidate the policies brought in by the government for motivating women	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	3	3	3	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	2	3	3	2	3	2	3
CO 4	3	3	3	3	2	3	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	13	15	15	12	15	13	15
Average	3	2.6	3	3	2.4	3	2.6	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper DSE 6

Course Title	**History of Dravidian Movement**						
Course Type	Discipline Specific Elective	**Course Code**	**DSE 6**				
Year	III	**Semester**	V				
Credits	3	**Hours**	**L**	**T**	**P**	**F S**	**Total**
			3	**1**	**0**	**0**	**4**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Understanding the Growth of Socio-Political Movements of the 20th Century
2	Comprehend the Dravidian Movement and its growth in Tamil Nadu
3	Knowledge about Justice Party and its administration and Periyar'sidealogy
4	Comprehend the evolution of DK and DMK
5	Awareness about the impact of the Dravidian Movement In Tamil Nadu

UNIT- I

Madras Mahajana Sabha – Dravida Sangam – foundation of the South Indian Liberal Federation- Dr. Natesan- Dr T.M. Nair- Sir Pitty Thiyagaraya Chetty.

UNIT- II

Rise of Justice Party – Non-Brahmin Manifesto - Non Brahmin Movement– Justice Party Government-Administration – Communal G.O.- Education and Employment for Non- Brahmin - Women Employment and Other Reforms.

UNIT- III

Periyar E.V.Ramasamy – Self-Respect Movement – Formation of Dravida Khazagam.

UNIT- IV

Down of Dravida Munnetra Khazagam – Anti- Hindi Agitations - C.N Annadurai's Ministry – Naming Madras State as Tamil Nadu – Two Language Formula -Self Respect Marriages Act - Karunanidhi's Administration - Social Welfare Measures – Education – Agriculture - Industrial Development- Women Empowerment Schemes.

UNIT- V

Formation of AIADMK – M.G. Ramachandran – Welfare Measures – J. Jayalalitha's Rule - Welfare Schemes- Impact of Dravidian Movement – Socio-Economic - Educational and Cultural Development in Tamil Nadu.

LEARNING RESOURCES

Recommended Books

Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969

Hardgrave Jr., R.L., The Dravidian Movement, Popular Prakasam,1965

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016

N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

NambiAarooran, Tamil Renaissance and Dravidian Nationalism 1905-1944.Koodal Publishers, Madurai,1990

Rajaram, P., The Justice Party – A Historical Perspective, 1916-1937, Poompozhil Publishers, Madras,1988

Ramaswamy.A, *ThakalaThamizhnattuvaralaru*, New Century book House, Chennai,2018 (Tamil)

References

Baker. C.J, *Politics of South Inida*,1920-1937, Cambridge, 1974

EugeneF. Irschick, *Tamil revivalism in 1930s*, Cre-A, Madras,1986

EugeneF. Irschick, Dialogue on History-Constructing South India(1795-1895),Oxford University Press, New Delhi, 1994

Rajaram. P., Chennai Through the Ages, Poompozhil Publishers, Chennai, 1997

Washbrook, D.A., South India, Political Institutions and Political Change from 1880 to 1940, MacMillian & Co.,1975

Web Resources

https://www.mids.ac.in/assets/doc/WP_120.pdf
https://repositories.lib.utexas.edu/handle/2152/88016

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Examine the Growth of Nationalism as response to British Colonial Rule in Burma and Malaya	K3
CO 2	Explain French Colonial Administration and the Nationalist response in Vietnam and Analyse the Monarchic al State in Thailand	K2
CO 3	Trace the Emergence of Dutch Colonialism in Indonesia and Nationalist Uprising	K1
CO 4	Assess the Spanish Colonialism and US Colonialism in Philippines	K5
CO 5	Compare the effects of Japanese Invasion in South East Asian Nations and Post-War Nationalism	K4

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper DSE 6

Course Title	**HISTORY OF REVOLUTIONS**							
Course Type	Core Course	**Course Code**	DSE 6					
Year	III	**Semester**	V					
Credits	3	**Hours**	**L**	**T**	**P**	**FS**	**Total**	
			3	1	0	0	**4**	

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Understanding of the causes and consequences of the American Revolution
2	Knowledge of the causes and impact of the French Revolution
3	Understanding of the impact of Marxism and role of Lenin in the Russian Revolution
4	Understanding of the Chinese Revolution
5	Knowledge of the Iranian Revolution

UNIT I

American Revolution **–** Causes - Political – Social – Economic – Intellectual – Course – Consequences.

UNIT II

French Revolution **–** Causes - Political – Social – Economic – Intellectual – National Assembly and its work – National Convention – Impact of French Revolution.

UNIT III

Russian Revolution **–** Causes - Political – Social – Economic – First World War – February Revolution – Provisional Government - October Revolution – Civil War –Implications.

UNIT IV

Chinese Revolution **–** Causes - Role of Sun-Yat-Sen – Kuo-Min-Tang (KMT) – Tung-Meng-Hui – - End of Monarchy,1911– Impact

UNIT V

Revolutions in Cuba and Indonesia - Social Revolution in India – contributions of Buddha – Ambedkar - Periyar - Narayana Guru - Jyotiba Phule.

LEARNING RESOURCES

Recommended Books

Bailyn Bernard, Davis David Brion et.al, *The Great Republic A History of the American People*, Massachusetts: DC Heath and Company 2000

Fairbank J.K & Goldman Merle, *China: A New History*, Cambridge: Harvard University Press, 2006

Kaushik Karuna, *History of Communist Russia 1917-1991*, Delhi: Macmillan Publishers India Ltd, 2006

Thomson David, *Europe Since Napoleon*, Penguin Books, 1970

References

Barrington, M. Jr. "*The American Civil War: The Last Capitalist Revolution*." In *Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World* by M. Barrington Moore Jr. Boston: Beacon Press, 2015.

Faragher, J.M., M.J. Buhle et al. *Out of Many: A History of the American People. Vol. I.* New Jersey: Prentice-Hall, 1995.

Hobsbawm, E. J. *Age of Revolution*. London: Weidenfeld and Nicholson 1962; New York: Vintage, 1996.

Lefebvre, G. *The Coming of the French Revolution*. Princeton: Princeton University Press, 1976.

Chesneaux, J. et al. *China from the Opium Wars to the 1911 Revolution*. New York: Random House, 1976.

Hsu, I. C.Y. *The Rise of Modern China*. Hong Kong: Oxford University Press, 1970.

Figes, Orlando. *A People's Tragedy: A History of the Russian Revolution*. London: Jonathan Cape, 1996.

Fitzpatrick, Sheila. *The Russian Revolution 1917-1932*. New York: Oxford University Press, 2001.

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Assess the contribution of American Revolution	K5
CO 2	Evaluate the achievements of the French Revolution	K5
CO 3	Discuss the course and outcome of the Russian Revolution	K3
CO 4	Discuss the significance of the Chinese Revolution	K5
CO 5	Give an account of the Cuban Revolution	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	12	15	15
Average	3	3	2.4	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper - NAAN MUDHALVAN - 4

Course Title	INTRODUCTION TO INDIAN CULTURE AND HERITAGE					
Course Type	Naan Mudhalvan	Course Code	Nann Mudhalvan 4			
Year	II	Semester	V			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understand the concept and meaning of culture
2	Establish the link between culture and heritage
3	Examine the rich literacy heritage of India
4	Identify the characteristics of religious movements in India.

Unit – I

Culture – An introduction – General characteristics of culture – Indian culture – Cultural identity, religion, region and ethnicity.

Unit – II

Ancient India – Vedic culture – Mauryan culture – Cultural development under the Gupta Period – The Pallavas and the Cholas.

Unit – III

Medieval India – Cultural heritage under Delhi Sultanate – Rise of Islam and Sufism – Development of folk arts.

Unit – IV

Modern India – Rise of the West and its impact of India – Socio Religious reformers – Indian language and literature – Religion and philosophy.

Unit – V

Indian painting – Performing arts, music, dance and drama – Architecture – spread of Indian culture abroad.

Reference Books :

1. *Indian Art and culture for civil services and other competitive examination*, Nitin Singhania publisher MC Graw Hill, Third edition (1 August 2019)
2. *Indian culture, Art and heritage*, Pearso education India, First edition 2021.
3. *Ancient and Medieval India*, Poonam Dalal Dahiya MC Graw Hill, Second edition (25 July 2020), Noida.
4. *Indian heritage art and culture*, Madhukar Kumar Bhagat, G.K. Publications, New edition, 2018.
5. *History of Modern India*, V.D.Mahajan, S.Chand and Co, New Delhi, 1972

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the salient features of Indian culture.	K1
CO 2	Elaborate the significance of Mauryan art and architecture.	K2
CO 3	Elaborate the characteristics features of Sultanate architecture.	K2
CO 4	Explain the implications of Western culture.	K2
CO 5	Discuss the importance of fine arts.	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	12	15
Average	3	3	3	3	3	2.8	2.4	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

S-Strong (3) M-Medium (2) L-Low (1)

Semester VI

Paper CC 13

Course Title	**CONTEMPORARY HISTORY OF INDIA**							
Course Type	Core Course	**Course Code**	CC 13					
Year	III	**Semester**	VI					
Credits	4	**Hours**	**L**	**T**	**P**	**FS**	**Total**	
			5	1	0	0	**6**	

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Contribution of Jawaharlal Nehru as the architect of modern India.
2	Appraise the administration of Indira Gandhi and Janata Government.
3	Inculcate the knowledge about rule of Rajiv Gandhi and National Front Government.
4	Impart the knowledge on New Economic Policy.
5	Administration of Unit-ed Front Government and National Democratic Alliance.

UNIT I

The Nehruvian Era – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement –Lal Bahadur Sastri – Domestic and Foreign Policies.

UNIT II

India during Indira Gandhi's First Ministry – Administrative Reforms – Indo - Pakistan War – National Emergency 1976 – Twenty Point Programmes – Janata Government – Morarji Desai.

UNIT III

Second Ministry of Indira Gandhi – Domestic and Foreign Policy – Rajiv Gandhi's Rule – Panchayat Raj Operation Black Board - Development of Science and Technology - Foreign Policy.

UNIT IV

National Front Rule – V.P.Singh - Mandal Commission – Coalition Governments – DMK – Communist Parties – P.V. Narasimha Rao – New Economic Policy -

UNIT V

United Front Rule – Foreign Policy – National Democratic Alliance – A.B.Vajpayee – Golden Quadrilateral Project - Kargil War – I. K. Gujral - Deva Gowda - Manmohan Singh Goverments - Economic Reforms - development schemes.

LEARNING RESOURCES

Recommended Books

Bipan Chandra., Aditya Mukherjee & Mridula Mukherjee, *India After Independence 1947-2000*, (2nd edn.), Penguin Books, New Delhi, 2008

Dube, S., *India Since Independence - Social Report on India 1947-1972*, Vikas Publication House, New Delhi, 1977

Grover B.L. and Grover. S, *A New Look on Modern Indian History*, Chand. S and Company, New Delhi, 2007

John Webster, C.B., *History of Contemporary India*, Asia Publishing House, 1971

NeeraChandoke and Praveen Priyadarshi (Ed.), *Contemporary India: Economy, Society and Politics*, Pearson, New Delhi, 2009

Lloyd I. Rudolph and Susanne Hoeber Rudolph, *In Pursuit of Laxmi: The Political economy of the Indian State*, University of Chicago Press, 1987

Venkatesan. G., *History of Contemporary India 1947 – 1997*, J.J. Publications, Madurai, 2001 (Tamil Version)

References

AchinVanaik and Rajeev Bhargava (Ed.), Understanding *Contemporary India – Critical Perspective*, Orient Black Swan, Delhi, 2012

Dhyeya Las., *India after Independence*, True Word Publications Pvt Limited ,2022

Dutt,V.P., *India's Foreign Policy*, Vikas Publishing House PVT Ltd,,Delhi,1984

Ghai, U.R, *India's Foreign Policy*, New Academy Publishers, New Delhi, 1988

Nagaraj, R and Motiram, S (ed.), *The Political Economy of Contemporary India*, Cambridge University Press,2017

Ramachandra Guha., *India After Gandhi*: *The History of the World's Largest Democracy*, Picador India, 2017

Sharma,G.K., *Labour Movement in India (Its Past and Present)* Sterling Publishers (P) Ltd, New Delhi, 1971

Gurucharan Das, *India Unbound: from Independence to the Global Information Age*, Penguin Books, India, 2015

Web Resources

http://www.ncbc.nic.in/Writereaddata/Mandal%20Commission%20Report%20of%20the%201st%20Part%20English635228715105764974.pdf

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Assess the contribution of Jawaharlal Nehru as the architect of modern India.	K5
CO 2	Evaluate the achievements of Indira Gandhi's government	K5
CO 3	Describe the administration of National Front Government.	K2
CO 4	Discuss the New Economic Policy	K3
CO 5	Evaluate the administration of United Front government.	K3

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	3	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	2	3	3	3	3
Total	15	15	15	14	13	12	14	15
Average	3	3	3	2.8	2.6	2.4	2.8	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3) M-Medium (2) L-Low (1)

Paper CC14

Course Title	INDIA AND HER NEIGHBOURS					
Course Type	Core	Course Code	CC14			
Year	III	Semester	VI			
Credits	4	Hours	L	T	P	Total
			5	1	0	6

Learning Objectives	
S. No.	The learning objectives are to impart:
1	India's foreign policy towards neighbours.
2	Understanding of the underlying issues in Indo-Pak relations.
3	Border dispute and negotiations between India and China.
4	India's relations with Bangladesh and Sri Lanka.
5	India's relations with her neighbours and the role of SAARC

UNIT I

Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine

UNIT II

India's relations with Pakistan: Legacy of the colonial policy – Partition of India – Kashmir Issue – Indo - Pak Wars – Impact of Cold War on Indo - Pak Relations – Nuclear Tests and Missile Race – Kargil War – Surgical Strike at Balakot – Cross Border Terrorism – Indus River Water Sharing — Chinese Factor in Indo-Pak relations – Economic and other issues.

UNIT III

India's relations with China: Early Years – Indo - China War of 1962 – Border Dispute and Negotiations – Tibetan Issue – Recognition of Sikkim as an integral part of India – Chinese interest in the Indian Ocean region – Economic relations

UNITIV

India's relations with Bangladesh: Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee crisis

India's relations with Sri Lanka: Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue – IPKF – Gwadar Port

UNIT V

India's relations with smaller neighbours: Nepal – Afghanistan – Bhutan – Maldives

SAARC: Origin – Contribution to cooperation and development in South Asia

LEARNING RESOURCES

Recommended Books

V.P. Dutt, *India's Foreign Policy since Independence,* National Book Trust, New Delhi, 1987

S.D. Muni, *India's Neighbourhood Policy,* Marga Institute, 1985

J.N. Dixit, *India's Foreign Policy and its Neighbours,* Gyan Publishing House, New Delhi, 2001

Arvind Gupta and Anil Wadhwa, ed., *India's Foreign Policy: Surviving in a Turbulent World,* Sage Publications India Pvt. Ltd., New Delhi, 2020

Rajiv Sikri, *Challenge and Strategy: Rethinking India's Foreign Policy,* Sage Publications India Pvt. Ltd., New Delhi, 2009

Ramesh Trivedi, ed., *India's Relations with her Neighbours,*Isha Books, Delhi, 2008

Nalini Kant Jha, *South Asia in the 21st Century: India, Her Neighbours and the Great Powers,* South Asia Publishers, New Delhi, 2003

References

P. Sahadevan, *Conflict and Peacekeeping in South Asia,* Lancer Books, New Delhi, 2001

David M. Malone, et. al., ed., *The Oxford Handbook of Indian Foreign Policy,* Oxford University Press, Oxford, UK, 2015

Ministry of External Affairs, *Annual Reports,* Min. of External Affairs, New Delhi

Raja C. Mohan, "India's Neighbouhood Policy: Four Dimensions", *Indian Foreign Affairs Journal,* vol. 2, no. 7, 2007

A. Appadorai, *Select Documents on India's Foreign Policy and Relations 1947-1972,* Oxford University Press, 1982

Sandra Destradi, *Indian Foreign and Security Policy in South Asia: Regional Power Strategies,* Routledge, New York, 2012

Web Resources

https://mea.gov.in/

http://www.ipcs.org/

https://www.idsa.in/

https://www.saarc-sec.org/

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Trace the evolution of India's foreign policy towards neighbours.	K1
CO 2	Discuss of the underlying issues in Indo-Pak relations.	K2
CO 3	Examine border dispute and negotiations between India and China.	K4
CO 4	Discuss India's relations with Bangladesh and Sri Lanka.	K2
CO 5	Evaluate the role of SAARC in cooperation and development in the region.	K5

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	3	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	2	3	3	3	3
Total	15	15	15	14	13	12	14	15
Average	3	3	3	2.8	2.6	2.4	2.8	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3) M-Medium (2) L-Low (1)

Paper CC 15

Course Title	**HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA**							
Course Type	Core Course	**Course Code**	CC15					
Year	III	**Semester**	VI					
Credits	4	**Hours**	**L**	**T**	**P**	**F S**	**Total**	
			5	**1**	**0**	**0**	**6**	

Learning Objectives	
S. No.	**The learningobjectives are to**
1	Impart an Understanding of the Development of Science and Technology in Colonial India
2	Impart Knowledge about Post-Independent Scientific Policies
3	Appraise the role of Technology in the Growth of Agriculture
4	Comprehend the progress of Space Technology in India
5	Create awareness about Pioneers of Modern Science in India

Unit- I

Advent of Modern Science in Colonial India- Surveyors, Botanists and Doctors –The Royal Asiatic Society of Bengal- Scientific Departments – Indian Institute of Science (IISC) – TATA Institute of Fundamental Research (TIFR) - Indian Medical Service- Introduction of New Technologies— Railways -Textiles - Mining - Telegraphs.

Unit- II

Development of Science and Technology since Independence – Planning - Policy Frameworks and Funding Mechanisms- Indian Council of Medical Research (ICMR) Indian Council of Agricultural Research (ICAR), Defence Research Development Organisation(DRDO) –Information and Communication

Unit- III

Growth of Agriculture- Green Revolution – White Revolution – Blue Revolution – Drip Irrigation.

Unit- IV

Progress of Space Science and Research (ISRO) – Indian National Satellite System – Space Research Centres- India as a Nuclear Power – Atomic Research Centres in India – Nuclear Research Centres - Pokhran I and II.

Unit- V

Pioneers of Modern Science in India – C.V. Raman – Srinivasa Ramanujan – Jagadish Chandra Bose - Homi J. Bhabha – Vikram Sarabhai –S. Chandrasekhar - M.S Swaminathan- Verghese Kurien – G.D. Naidu. Dr.A.P.J. Abdul Kalam.

LEARNING RESOURCES

Recommended Books

David Arnold., *Everyday Technology: Machines and the Making of India's Modernity*, Chicago: The University of Chicago Press, 2013

David Arnold., *Science,Technology and Medicine in Colonial India,* Cambridge: Cambridge University Press, 2000.

Deepak Kumar, ed., *Science and Empire: Essays in the Indian Context,* Delhi: Anamika Prakashan, 1991.

Deepak Kumar., *Science and the Raj, 1857-1905.* Delhi: Oxford University Press, 1995.

Kamlesh Mohan., *Science and Technology in Colonial India,*Routledge, 2022.

Navaneethan, S., *Science and Technology in the Development of India*, Tamizhi Books, Chennai, 2022,

Sangwan, Satpal., *Science, Technology and Colonisation: Indian Experience*, Delhi: Anamika Prakashan, 1990.

Subbarayappa, B. V., Science in India: A Historical Perspective,Rupa & Co, Illustrated Edition, 2013.

References

Anderson, Robert., *Building Scientific Institutions in India: Saha and Bhabha*, Montreal:Centre for Developing-Area Studies, McGill University, 1975.

Baber, Zaheer., *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India,* Albany: State University of New York Press, 1996.

Barghava, Pushpa and Chandana Chakrabarthi., *The Saga of Indian Science since Independence,* Hyderabad: University Press, 2003.

Biswas A.K, *Science in Indi.*, Calcutta: Firma K.L.Mukhopadhyay, 1969.

Chakrabarti, Pratik., *Western Science in Modern India- Metropolitan Methods, Colonial Practices,* New Delhi: Permanent Black, 2004.

Gadgil, Madhav., and Ramachandra Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London; New York: Routledge, 1995.

Gaillard, Jacques., Roland Waast and V. V. Krishna ed., *Scientific Communities in the Developing World,* Delhi: Sage Publications,1997.

Goonatilake, Sushanta., *Aborted Discovery: Science and Creativity in the Third World*, London:Zed Books,1984.

Headrick, Daniel., *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, New York, 1981.

Visvanathan, Shiv., *A Carnival for Science: Essays on Science, Technology and Development*, Delhi: Oxford University Press, 1997.

Zachariah, Benjamin., Developing India: An Intellectual and Social History,C.1930-1950.Oxford University Press,Delhi,2005

Subramanian, T.S., *Space and Beyond, Professional Voyage of Kasturirangan Review*

Indian Space Odyyssey through the Eyes of a Pioneer,The Hindu Publications,2021

VergheseJayaraj. S., *History of Science and Technology*, ANNS,1997

Web Resources

http://www.crl.edu.in/topics

http://egyankosh.ac.in

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the Development of Science and Technology in Colonial India	K1
CO 2	Evaluate the Post-Independent Scientific Policies	K5
CO 3	Discuss the Implications of Technology in Growth of Agriculture	K2
CO 4	Analyse the Achievements in Space Technology	K4
CO 5	Assess the contributions of Scientist to Modern Science in India	K5

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	3	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	2	3	3	3	3
Total	15	15	15	14	13	12	14	15
Average	3	3	3	2.8	2.6	2.4	2.8	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3) M-Medium (2) L-Low (1)

MSU

Paper DSE 7

Course Title	INTERNATIONAL RELATIONS SINCE 1919							
Course Type	Discipline Specific Elective Course	Course Code	DSE 7					
Year	III	Semester	VI					
Credits	3	Hours	L	T	P	FS	Total	
			4	1	0	0	5	

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding the international relations during the inter-war years.
2	Knowledge of the role of UNO in post-War international relations
3	Understanding of the Cold War politics
4	Understanding of the post-Cold War era.
5	Appreciation of the key issues in international relations.

UNIT I

Origin and Growth of International Relations– Theoretical Perspectives: Realism – Idealism – Liberalism – Neo-Realism – Neo-Liberalism – World Systems and Dependency – Feminist Approaches – Concepts: Balance of Power – Collective Security – Diplomacy – National Interest

UNIT II

First World War - Wilson's Fourteen Points – Paris Peace Conference – League of Nations – Kellogg Briand Pact – Locarno Pact – Mussolini and Fascism – Hitler and Nazism – British Policy of Appeasement – Second World War – Causes, Course and Results

UNIT III

Cold war – Causes – Truman's Doctrine – Marshall Plan – NATO – SEATO – CENTO –SALT I and II— Emergence of Third world

UNIT IV

UNO: Principal Organs – Specialised Agencies of UNO – Achievements & Failures – Decolonization and Emergence of the Third World – Non-Aligned Movement – Regional Organizations: European Union – ASEAN – SAARC

UNIT V

Post-Cold War Era: Disintegration of USSR – Glasnost – Perestroika – Reunification of Germany– Contemporary Issues: Globalization – GATT – WTO –Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol – Paris Agreement

LEARNING RESOURCES

Books for Study

Asit Kumar Sen, *International Relations since World War I,* S. Chand, 1995

Hans J. Morgenthau and Kenneth Johnson, *Politics Among Nations: The Struggle for Power and Peace,* McGraw Hill, 2005

Khanna, V.N., *International Relations,* Vikas Publishing House Private Ltd., New Delhi, 2013

Norman Lowe, *Mastering Modern World History,* Palgrave, 2020

Palmer and Perkins, *International Relations: The World Community* in Transition, CBS, 2001

References

Theodore Couloumbis and James Wolfe, *Introduction to International Relations: Power and Justice,* Prentice Hall, 1985

Peter Calvocoressi, *World Politics since 1945,* Pearson Longman, 1968

Web References

https://www.e-ir.info/

http://www.un.org/en/index.html

https://www.nato.int/

http://www.saarc-sec.org/

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Assess the role of militarism in international relations in the interwar years.	K5
CO 2	Evaluate the achievements of the UNO	K5
CO 3	Discuss the Cold War politics	K3
CO 4	Evaluate the role of Gorbachev in bringing the Cold War to an end	K5
CO 5	Discuss the contemporary issues in international relations.	K3

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	3	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	3	2	3	3
CO 5	3	3	3	2	3	3	3	3
Total	15	15	15	14	13	12	14	15
Average	3	3	3	2.8	2.6	2.4	2.8	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper DSE 7

Course Title	**HISTORY OF LATIN AMERICA**						
Course Type	Discipline Specific Elective Course	**Course Code**	**DSE 7**				
Year	III	**Semester**	VI				
Credits	3	**Hours**	**L**	**T**	**P**	**FS**	**Total**
			4	1	0	0	**5**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	Knowledge on the continents other than Asia
2	Learning on the Colonization of Latin America
3	the Causes of Liberation Movement
4	the importance of diplomatic relations
5	Understanding on Latin America on Cold war and World Politics.

UNIT I

Discovery and Conquest- Christopher Columbus – Ferdinand Magellan and Amerigo Vespucci- Conquerors: Henando Cortes, Pizzaro, Jimnez de Queseda and Valdivia.

UNIT II

Colonization of Latin America; Spain and Portugal Conquest - Society- Economic Life and Culture – Administration – Native American Indian.

UNIT III

Liberation movement – Role played by the Creoles - Great Liberators: Simon Bolivar – San Martin and Bernardo O' Higgins

UNIT IV

Latin America and USA Diplomatic Relations: The Monroe Hispanic Doctrine- Rise of American imperialism in Latin America in the 19th Century – The Spanish (Hispanic) American War

UNIT V

Latin America and USA in the Cold War – Rise of Dictatorship- Latin America in the World Politics

LEARNING RESOURCES

Recommended Books

Bushnell and Macaulay, *The emergence of Latin America in the nineteenth-century*, (Oxford University Press, Oxford,1994, 2nd edition

David Geggus, "The Caribbean in the Age of Revolution," in David Armitage, Sanjay Subrahmanyam (eds), *The Age of Revolutions in Global Context, c. 1760-1840* Palgrave Macmillan, 2010.

Thomas Skidmore y Peter H. Smith, *Modern Latin America*, Oxford University Press, Oxford, 2001, 5th Edition

References

Bradford Burns, E, *Latin America Conflict and Creation: A Historical Reader*, Prentice Hall, New Jersey, 1993

Edwin Williamson, *The Penguin History of Latin America*, Penguin, 2010

Joseph Smith, *United States and Latin America: A History of American Diplomacy 1776-2000*, Routledge, Oxon, 2005

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Give an account on discovery and Conquest of Latin America	K1
CO 2	Discuss the Colonization of Spain and Portugal	K3
CO 3	Discuss the causes of the Liberation Movement	K3
CO 4	Explain the US and Latin American Countries Diplomatic Relationships.	K3
CO 5	Describe the Cold war and World Politics in Latin America.	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

S-Strong (3) M-Medium (2) L-Low (1)

MSU

Paper DSE 8

Course Title	HISTORY OF CHINA AND JAPAN							
Course Type	Discipline Specific Elective Course	Course Code	DSE 8					
Year	III	Semester	VI					
Credits	3	Hours	L	T	P	FS	Total	
			4	1	0	0	5	

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding of the Chinese Revolution of 1911 and May Fourth Movement
2	The role of Japan in the First World War
3	Knowledge of China under Mao Tse Tung
4	Role of Japan in the Second World War and Greater East Asia Coprosperity Sphere
5	The economic condition of China and Japan after the Second World War

UNIT I

Background – Chinese Revolution of 1911 – Causes – Dr Sun Yat Sen- Tung Meng Hui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.

UNIT II

Background – Japanese Imperialism – Japan in First World War – Twenty One Demands – Washington Conference.

UNIT III

Kuo-Min-Tang rule-Chiang-Kai-Shek - Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms – Cultural Revolution –

UNIT IV

Japan in Second World War - Pearl Harbour Incident – Greater East Asia Co- Prosperity Sphere - impact.

UNIT V

China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy1949-1990. McArthur Constitution – Changes in Economy – Hirohito – Mutusihito - Japan and World's affairs between 1951-2000.

LEARNING RESOURCES

Recommended Books

Beasley, W.G.,*The Modern History of Japan*,Frederick A. Praeger,1963

Franz H Michael and George Edward Taylor, *Far East in the Modern World,* Holt,1956

Immanuel Hsu, *The Rise of Modern China*, Oxford University Press,2000

MikisoHane., *Modern Japan: A Historical Survey,* Routledge,2018

Paul Hilbert Clyde and Burton F Beers, *The Far East:A History of Western Impacts and Eastern Responses, 1830-1975*, Waveland Pr Inc,1991

Vinacke, H.M.,*History of Far East in Modern Times*, Surjeet Publications,Delhi,1959

Reference Books

Khurana, K.L., *History of China and Japan1839-1949,* Lakshmi NarainAgarwal Educational Publishers, Agra, 2018

Jean Chesneaux,Françoise Le Barbier, Marie Claire Berger.,*China from 1911 to Liberation*, Pantheon books,1977

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Give an account of Chinese Revolution of 1911 and May Fourth Movement	K1
CO 2	Discuss the role of Japan in the First World War.	K3
CO 3	Discuss the developments in China under Mao.	K3
CO 4	Explain the policy of Greater East Asia Co- prosperity Sphere.	K3
CO 5	Describe the economic condition of China and Japan in the twentieth century.	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

S-Strong (3) M-Medium (2) L-Low (1)

MSU

Paper DSE 8

Course Title	HISTORY OF PONDICHERRY							
Course Type	Discipline Specific Elective Course	Course Code	DSE 8					
Year	III	Semester	VI					
Credits	3	Hours	L	T	P	FS	Total	
			4	1	0	0	5	

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Knowledge of Geography and sources of Pondicherry
2	Knowledge of the French rule in Pondicherry
3	Understanding of French relations with the Princely States
4	Knowledge of national movement in Pondicherry
5	Awareness of the French legacy in Pondicherry

Unit I : Sources – Archaeological – Literary - Geographical features.

Unit II :Advent of the Europeans– The French - Dupelix – Carnatic Wars - Effects –

Unit III : French relations with Hyder Ali – Tipu Sultan – Impact of Napoleanic wars – Restoration of the Indian colonies to the French 1816

Unit IV : Impact of Indian National movement – Contribution of Subramaniya Bharathi - VVS Iyer - Aurobindo Gosh – Anti Colonial Movement in Pondicherry – Subbiah and Labour Movement - The Liberation of Pondicherry – Keezhur Referendum – De-Facto Merger in 1954

Unit V : French Legacy in Pondicherry –Urbanisation of Pondicherry – Educational Development – Commune system - Colonial architecture and monuments

LEARNING RESOURCES

Recommended Books

1. AjitNeogy.K. Decolonisation of French India,Pondicherry, 1997.
2. Francis Cyril Antony .,ed.,Gazetteer of India :Union Territory of Pondicherry ,Vol1 & 2,Pondicherry,1982.
3. Malleson ,G.B.History of French in India 1674- 1761, New Delhi 1986.
4. Mathew K.S.,French in India and Indian Nationalism , Vol 1 & Vol 2, New Delhi 1999.
5. Ramaswamy .A.,History of Pondicherry,New Delhi, 1997.

References :

1. AmineshRai ., The Legacy of French rule in India,1674-1954, Pondicherry, 2008.
2. Henry Dodwell., Dupleix and Clive: The Beginning of Empire, NewDelhi,1989.
3. Sen S.P.,The French in India 1763 -1816, Calcutta, 1958.
4. RoseVincent., French in India: from Diamond Traders to Sanskrit Scholars,Bombay,1990.

Web Sources :

1. https://www.mapsofindia.com/pondicherry/geography-history.html
2. https://puducherry-dt.gov.in/history/

CO No.	Course Outcomes *The students on completion of the course willbe able to:*	Cognitive Level
CO 1	Outline the geographical features of Pondicherry.	K1
CO 2	Describe the advent of the French and the origin and growth of the city of Pondicherry	K1
CO 3	Outline the relations of the French with the Indian Princely States.	K1
CO 4	Describe the nationalist movement in the city of Pondicherry	K1
CO 5	Discuss the history of Urbanization, education, health and architectural development in Pondicherry	K1

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

S-Strong (3) M-Medium (2) L-Low (1)

Paper - NAAN MUDHALVAN - 5

Course Title	**INTRODUCTION TO EPIGRAPHY**					
Course Type	Naan Mudhalvan	**Course Code**	Nann Mudhalvan 3			
Year	II	**Semester**	**VI**			
Credits	2	**Hours**	**L**	**T**	**P**	**Total**
			2	0	0	**2**

Learning Objectives	
S. No.	**The learning objectives are to impart:**
1	To understand the historicity of a country with the study of Epigraphy.
2	To know more about the evolution of various scripts.
3	To estimate the contribution made by both foreign and indigenous epigraphists in writing the History of India.
4	To understand the significance of inscriptions and Copper plates.

Unit I : Introduction - Origin and Growth - Kinds of Inscriptions - Literary, Political, Religious, Memorial, Legal, Welfare, Social Status

Unit II : Evolution of Scripts - Paleography - Pictograph - Ideograph - Phonograph - Logograph - Cuneiform - Graffiti -Brahmi - Vatteluthu - Grantha - Writing Materials

Unit III: Dating System - Eras - Saka Era - Kali Era - Vikrama Era - Kollam Era.

Unit IV: Eminent Epigraphists - James princep - George Buhler - J.F.Fleet - James Burgess - H.Krishna Sastri - V. Venkayya - B.L. Rice - Robert Sewell - E. Hultzeh - K.V. Raman - Nagasamy - Iravatham Mahadevan

Unit V : Inscriptions - Uttaramerur - Manur - Kanyakumari - Copper Plates - Kurram - Velvikudi - Estampage Training.

References Books :

1. Radhakrishna Chaudry, *Inscriptions of Ancient India* (New Delhi: Begam Bridge Publications, 1983).

2. T.A. Gobinatha Rao, *Elements of Hindu Iconography* (New Delhi: Motilal Banarasidass Publisher, 1997).

3. N. Subramanian & R. Venkataraman, *Tamil Epigraphy – A Study* (Madurai: Ennes Publications, 1980).

4. Sreethar, *Tamil Brahmi Inscriptions* (Tamil) (Chennai: Dept. of Archaeology Publications, 2010).

5. R. Nagasamy, *Epigraphy (Tamil)* (Chennai: Dept. of Archaeology Publications, 2010).

6. J. Dharmaraj, *Epigraphy (Tamil)* (Sivakasi: Tensy Publications, 2015).

CO No.	Course Outcomes *The students on completion of the course will be able to:*	Cognitive Level
CO 1	Describe the evolution of inscriptions in India.	K1
CO 2	Elaborate the kinds of inscriptions.	K2
CO 3	Elaborate the significance of Eras.	K2
CO 4	Explain the achievements of Epigraphists.	K2
CO 5	Discuss the sites related with Inscriptions.	K2

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	12	15
Average	3	3	3	3	3	2.8	2.4	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	15	15	15
Average	3	3	3	3	3

S-Strong (3) **M-Medium (2)** **L-Low (1)**

MSU

Paper – NAAN MUDHALVAN – 1

I B.A. History - II Semester- Naan Mudhalvan 1(Repeaters)

Introduction to Human Rights

Learning Objectives

1. To enable the students acquire knowledge about theories and characteristics of Human Rights.

2. To enable the students understand the Indian Societal Problems and Obstacles in enforcing Human Rights.

3. To know more about the grievance redressal Mechanism in guaranteeing human rights.

4. To study more about Right to Information which protect human rights.

Unit I : Meaning and Definition –Origin and Development - Kinds : Natural, Moral, Legal, Political, Economic, Civil.

Unit II : Universal Declaration of Human Rights 1948 - International Covenant in Civil and Political Rights 1966 – International Covenant on Economic, Social and Cultural Rights 1966 - Convention on the Rights of the Child 1989 - U.N. Declaration, Duties and responsibilities of Individuals.

Unit III : Constitutional Provisions - Difference between Human rights and Fundamental rights - Human Rights Organizations - National & State Human Rights Commissions - Grievance Redressal Mechanism .

Unit IV : Core Problems - Poverty, unemployment and Illiteracy, Caste and Class - Custodial violence- Problems of health and environmental protection - problems of Aged and Physically Challenged - Discrimination against Women and Children.

Unit V : Special laws volatile of Human Rights - POTA - TATA - TESMA - Lack of accountability and transparency in Government functioning - Right to Information - Inadequate functioning of democratic institutions.

Reference Books :

1. Arunima Baruah, Child Abuse, Reference Press, New Delhi,2003.

2. Asima Jabu, Human Rights Violation and the Law, Pointer Publication, Jaipur, 1999.

3. Justice, Krishna Iyer, V.R., Human Rights Miscellany, B.R.Publishing Corporations, Delhi,1995.

4. Narorem Sanajaoba, Human Rights, Principles and abuses, Om sons Publications, New Delhi,1994. 5. Patil, V.T., Human Rights Third Millenium Vision, Authors Press, New Delhi, 2001.

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